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ABSTRACT

This report summarizes results of the evaluation of Head Start's Leadership Training Program. The introductory chapter provides background information on the program, including a rationale for leadership training, goals and objectives of the program, and ways in which participants were selected. Chapter II provides an overview of the training model. Discussion concerns the model's philosophical underpinnings, the logistics of training, and the content of the curriculum. Chapter III summarizes results of the evaluation of the program and documents training outcomes for participants and their respective centers. Finally, Chapter IV provides selected case studies of three participants. Data were collected from personal interviews, participants' journals, instructors, supervisors, and an exit interview. Case studies were organized according to the following headings: (1) background information; (2) entry into the program; (3) individual characteristics; (4) growth and change. Extensive appendices provide promotional literature, correspondence of candidates, names of resource instructors, course outlines, a certificate of completion, evaluation instruments, participant responses to a training needs assessment and program evaluation, a work environment profile, supervisor feedback, and participants' research topics. (RH)

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# THE HEAD START LEADERSHIP TRAINING PROGRAM

## Final Report to the Department of Health and Human Services
## Head Start Division

by

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# CHAPTER I

# INTRODUCTION

# INTRODUCTION

In an effort to upgrade the leadership capabilities of Head Start personnel, the Department of Health and Human Services awarded a training grant to the Early Childhood Professional Development Project of National-Louis University in February, 1989. This grant was part of funding under the Office of Human Development Services Discretionary Funds Program.

The Head Start Leadership Training Program was specifically designed to accommodate the needs of Head Start personnel who wanted to expand their repertoire of administrative and leadership skills without interrupting their careers. The program was modeled after the university's Early Childhood Leadership and Advocacy Field-Based Master's Program. The 34 candidates selected to participate in this leadership training were chosen because of their potential for becoming mentor/trainers of other Head Start personnel. The training component of the grant began in September 1989 and continued for 16 months until December 1990.

This report will summarize the results of the summative evaluation of the Head Start Leadership Training Program. This introductory chapter provides background information on the program including a rationale for leadership training, the goals and objectives of the program, and how participants were selected. Chapter II provides an overview of the training model including its philosophical underpinnings, the logistics of training, and the content of the curriculum. Chapter III summarizes the results of the evaluation of the program and documents training outcomes both for participants and their respective centers. Finally, Chapter IV provides selected case studies of three participants.

## The Need for Leadership Training

Studies conducted in a variety of settings have repeatedly shown that the quality of staff training in preschool programs is a critical determinant of overall program quality (Berk, 1985; Howes, 1983; Jorde-Bloom, 1990; Oyemade & Chargois, 1977; Phillips, 1987; Roupp, Travers, Glantz, & Coelen, 1979). Unfortunately, political and economic realities work against the creation of a well-prepared child care work force. Low wages, long hours, and the lack of benefits make it difficult to attract and retain highly qualified staff (Jorde-Bloom, 1986a, 1986b, 1988a; Whitebook, Howes, Phillips, 1989).

Of particular concern, is the lack of specialized training among center directors. Few have had any formal training in the principles of program administration, staff management, clinical supervision, or group dynamics. This has created an unstable situation at best. Many directors feel they are ill-prepared to assume the myriad of responsibilities associated with their roles and as a result often experience high levels of stress (Berk, 1985; Jorde-Bloom, 1982). The situation is no different in Head Start funded programs. Most Head Start directors, supervisors, education coordinators, and others in leadership positions have been promoted to their positions because of exemplary performance as classroom teachers or because of longevity in their agency, not because they have specialized expertise in program leadership.

Considerable evidence has accumulated that the director is the "gatekeeper to quality," setting the standards and expectations of others to follow. It is the director who sets the tone and creates the climate of concern that is the hallmark of a quality program (Decker & Decker, 1984; Jorde-Bloom, 1988b; Peters & Kostelnik, 1981; Greenman & Fugua, 1984). But effective leadership doesn't just happen. It is an artful blend of knowledge and experience that includes a strong background in developmental theory, the principles of early childhood education, and the essentials of managing a small business. The effective director promotes quality through good communication, supportive supervision, an understanding of sound fiscal policies, and careful attention to the working conditions of staff. Training in all these areas is essential to creating educational environments that are nurturing to children and adults alike.

Given the immense importance of the director's role, any attempt to improve the overall quality of Head Start programs must focus on the professional development of the person holding this position. This approach provides an efficient and very cost effective way to impact program quality. Because directors are particularly influential role models for the teachers and caregivers under their supervision, their ability to train and supervise staff who have had limited experience or formal education can multiply the effect of the initial training investment (Jorde-Bloom, 1989b; Powell & Stremmel, 1988).

But leadership training cannot be haphazard. We know, for example, that one-time workshops on broad, global topics have little lasting impact on behavior. Research provides strong evidence that training is far more effective when it focuses on participants' perceived needs, takes place over a period of time, and addresses the site-specific program concerns of the individuals' work setting. Effectiveness is further enhanced when training is structured to support collegial sharing of resources and information between programs (AACTE, 1986; Showers, Joyce, & Bennett, 1987).

Unfortunately, limited opportunities exist for Head Start directors, supervisors, and education coordinators to receive the specialized training they need in administrative and leadership issues. In-service training by professional organizations and Head Start grantee agencies typically focuses on the concerns of classroom teachers. Even when training is made available for directors and supervisors, it is usually short-term, fragmented, and seldom addresses the site-specific concerns of the individuals involved. Furthermore, because state licensing requirements do not mandate a credential or advanced course work in early childhood leadership for administration of Head Start programs, few individuals have on their own pursued graduate level course work in this area.

## Leadership Training Goals and Objectives

The overall goal of the Head Start Leadership Training Program was to build leadership competencies in the work environment. Thus the field setting served as a laboratory for professional growth while academic course work provided the foundation for educational inquiry. Specific objectives relating to outcomes and competencies are noted in the following section. These objectives are clustered under five general areas.

### Personal/Professional Self-Knowledge

* Develop an awareness of oneself as a growing professional and how that professional identity translates into a code of ethical behavior.

* Develop group participant and observer skills and increased proficiency with communication techniques including active listening, and giving and receiving feedback.

* Develop an awareness of one's learning/teaching style and how to apply/adapt that style as situationally appropriate.

* Demonstrate an ability to use a variety of individual and organizational strategies to reduce job stress and burnout.

### Child Development and Early Childhood Programming

* Demonstrate an understanding of major theories and current research in social-emotional, learning and cognitive, perceptual and language, and physical-motor development of children.

* Demonstrate an understanding of the historical and theoretical bases for early childhood education programs.

* Articulate a personal philosophy of education.

* Demonstrate proficiency in observing and recording young children's behavior.

* Become knowledgeable in the types, purposes, and appropriateness of child development assessment procedures and instruments.

* Demonstrate proficiency in program planning for children from diverse cultures and family backgrounds, including children with special needs.

* Develop skill in evaluating learning environments and outcomes of different curricular models as they relate to NAEYC center accreditation standards for high quality programming.

* Apply one's knowledge of young children's needs to designing and equipping indoor and outdoor learning environments.

**Organizational Theory, Leadership, and Program Administration**

* Develop a set of personnel policies to guide administrative practices in the recruitment, hiring, training, and evaluation of personnel.

* Analyze relevant theories and concepts of organizational climate, leadership, and group dynamics and be able to apply these concepts to ones' own work setting as situationally appropriate.

* Apply research in the area of adult learning, job satisfaction, and motivation theory in the supervision of staff.

* Evaluate licensing requirements and procedures for starting a program.

* Become proficient in skills of budgeting and fiscal management of early childhood programs.

* Become aware of the legal aspects of administering family service programs.

**Parent and Community Relations/Public Policy and Advocacy**

* Become knowledgeable about the diversity of family service and child care delivery systems.

* Demonstrate an understanding of the social and cultural traditions of different types of families.

* Develop proficiency in using oral and written communication to deliver professional information to diverse audiences.

* Evaluate existing family support services in the community.

* Evaluate potential funding sources and be able to write a grant proposal.

* Analyze social and public policy issues which affect the education, health, and well-being of young children.

* Become familiar with the legislative process and how to advocate for young children.

**Research and Technology**

* Demonstrate an understanding of research design techniques and statistical concepts.

* Demonstrate an ability to critique early childhood research.

* Design, implement, and evaluate a research study that builds on previous research in child development and early childhood education.

## The Selection and Background of Participants

Contact was made with grantee and delegate Head Start agencies in the Chicago Metropolitan Area to identify a potential pool of candidates for leadership training. Although the leadership training was primarily targeted for center-based directors, other individuals holding leadership positions in Head Start programs were also eligible. This flexibility was important because not all Head Start programs are housed in centers.

Some delegate agencies have supervisory personnel overseeing several single classroom sites.

Education coordinators and head teachers aspiring to leadership positions within their respective Head Start agencies were also eligible for training. To be eligible, individuals had to possess a baccalaureate or master's degree. Information meetings were held to provide prospective candidates with an overview of the scope of the leadership training and to give them a realistic understanding of the commitment needed to successfully complete the training program. Appendix A contains a sample of the informational brochure sent to prospective candidates, the candidate evaluation form, and a copy of correspondence sent to those candidates who were selected for training and those who were not selected.

A total of 44 candidates completed the application process by the June 30, 1989 due date. Selection of the 34 individuals who would participate in the training was made by the project director and members of the advisory board. Criteria for selection were based on: 1) Individuals who had demonstrated a strong commitment to early childhood education as a career; 2) Individuals who had expressed an interest in upgrading their programs to conform with the quality criteria set forth by the National Association for the Education of Young Children; and 3) Individuals who had shown strong leadership potential for becoming mentor/trainers of other Head Start supervisory personnel. It was important, as well, that the final group of candidates reflected both ethnic and socio-economic diversity and represented programs geographically distributed throughout the wider Chicago Metropolitan Area.

Several incentives were offered to ensure completion of the program. Training was held at locations convenient to participants' place of employment and at times that did not interfere with their work schedule. Instruction was planned to take place in cohort groups of 16 to maximize collegial support and sharing of resources. Additionally, participants were offered the opportunity to receive 32 semester hours of graduate credit leading to a master's degree from National-Louis University. This component of the project was very important because it validated the professional nature of the training and exposed participants to traditional networks of professional development.

Thirty-four participants began the leadership training in September, 1989. The group comprised 31 females and 3 males. One of the female participants was counseled out of the program after three months due to poor academic performance. A young man had to drop the program because of a disabling back injury. And another male left the program to pursue a doctorate. Of the 31 participants who completed the 16-month

leadership training, 12 were center directors or program coordinators; 2 were social workers; 13 were teachers; and 4 held central office administrative positions.

The group included 26 Blacks, three Caucasians, and three Hispanics. In addition to their full-time Head Start job, 22 of the participants had children and families to care for (three were single parents). Of the 22 participants who had children, five had toddlers or infants. The age of participants ranged from 26 to 60 with a mean age of 39 years.

The educational background was fairly homogeneous. All had a baccalaureate degree and approximately two-thirds of the participants had taken some graduate level courses. Three of the participants held a master's degree. Approximately one-third of the group held a CDA credential. Ten of the participants held a state early childhood teaching certificate and nine held an elementary (K-9) teaching certificate.

# CHAPTER II

# OVERVIEW OF THE TRAINING MODEL

## OVERVIEW OF THE TRAINING MODEL

The Head Start Leadership Training Program was unique both in its content and the way in which the program was implemented. This chapter will first describe the philosophical rationale of the training model -- how it is derived from adult learning theory and links theoretical concepts to practical day-to-day experiences of participants. It will then detail the logistics of the program with respect to the delivery of training. Finally, it will describe the curriculum providing examples of course outlines and participant assignments.

### Philosophical Underpinnings

The conceptual model underpinning the Head Start Leadership Training Program is grounded in adult learning theory. This perspective takes into account the distinctly different orientations, needs, and interests of adults who return for graduate study after working for several years. The typical student in this program, for example, was female, had worked in the field of early childhood education for twelve years, had family responsibilities, and was generally uncertain about her academic ability.

Consistent with adult learning theory, the model encouraged a facilitative role for the teaching faculty. Where the traditional instructor frequently presumes the ignorance of students, a "facilitator" is more concerned with helping students take responsibility for their own educational and professional growth. Essential to this focus is helping students take an active role in structuring relevant learning experiences that are consistent with their career aspirations. This approach promotes self-awareness, an integral part of adult learning.

We know that the professional role of early childhood educators is often a lonely one, so it was important in designing this training model to weave in ample opportunities for collegial support. The program was structured so that participants received training in an intact cluster group. There are powerful dynamics that can develop within a group of individuals who experience graduate study together. The collegial model creates an atmosphere of mutual trust that encourages the sharing of ideas and collaborative learning. Instructional activities are designed to foster cooperation and the exchange of ideas and insights. Hence, each class session exemplifies a model of staff development that students can incorporate into their own work environments.

One of the frustrations that many adult learners encounter in training is the inevitable gap between the theoretical ideas they encounter in their studies and their ability

to apply these ideas in their work. This training model rests on the assumption that immediate application from new learning to real life situations reinforces what is learned. It emphasizes the links between, theory, research, and practice in a very useful and pragmatic way. Indeed, a central goal of this training model is to help nurture "reflective practitioners" (Schon, 1983). The instructional strategies used challenge participants to move beyond simple comprehension of concepts and theories into higher order thinking of application, analysis, synthesis, and evaluation of ideas and practices.

These links were accomplished in three important ways. First, the curriculum of the Head Start Leadership Training Program was problem-centered and site-specific. The examples used during class presentations all related to real issues and concerns that participants faced in their work settings on a daily basis. The training did not focus on theory alone, but weaved theory into the idiosyncratic issues that confronted the students in their professional roles. Thus, theory and knowledge were used to enlighten and enlarge experience. The manner in which Head Start Performance Standards relate to different aspects of organizational effectiveness is one example of this kind of application.

This philosophical tenet of the training model reflects Dewey's view that in order for education to accomplish its ends for the individual learning, it must be based on the actual life experience of the individual. These sentiments were echoed by Alfred North Whitehead when he argued that only education linked to experience could lighten the otherwise "heavy load of inert knowledge" that is the standard for formal education.

Second, participants had an opportunity to be actively involved in applied research. They each identified an issue relevant to their professional needs and designed a research study around that issue. Their project thus served as a catalyst, blending theory and experiential learning. In the process they became not only consumers of research who study and apply the work of others, but also researchers themselves, creating knowledge and learning to think critically about educational ideas and practices.

While the term *teacher research* has been used as a kind of umbrella concept to describe a whole range of activities done by teachers, in the context of this program, it is probably more aligned to what Lewin called *action research.* Action research emphasizes the desired outcomes of the activity -- to increase teachers' effectiveness and improve school and classroom practice. Visits to the student's work site by the instructor helped ensure the success of this experience.

The research component of this program rests on the assumption that when teachers engage in identifying and answering their most pressing questions, not only do

they find important solutions, but their professional competence is enhanced. The role of teacher as researcher also rests on the underlying assumption that teachers are intelligent, inquiring individuals with legitimate expertise and important experience. When afforded the opportunity to take an active role in structuring their own professional growth, they will be energized by the challenge.

In sum, the Head Start Leadership Training Program was essentially an inquiry-oriented model of training. Students got an initial understanding of concepts from assigned readings, from class presentations, and from group discussions, but a deeper level of understanding came from the experiential activities linking class content to their own work setting. The program embraces what Sadler and Whimbey refer to as a holistic approach, encouraging students to have the awareness and ability to monitor their own thought processes. This reflection upon experience as students wrestle with new ideas and connections is crucial to real understanding of theory and to developing habitual patterns of higher order thought.

## Logistics

Two cohorts of students met for approximately 77 class sessions over two terms of about eight months each. Table 1 provides a list of the 11 courses that comprised this master's program. The program provided students with 32 semester hours of graduate credit.

Most sessions were four hours in length and were held during the week from about 4:30 - 8:30 p.m. Once a month students met on a Saturday for eight hours for in-depth focused topics. Sessions were conducted in a seminar-like atmosphere and varied in format to include some lecturing and formal presentations by instructors, large group discussions, small group experiences, videotaping, and role playing exercises. The four-hour sessions included a half-hour dinner break. Field assignments and occasional visits to the work site by the instructor supplemented the class sessions.

Two full-time faculty members of National-Louis University, Norma Richard and Marilyn Sheerer served as core and research instructors for the program. Together they followed the progress of students in the two cohorts during the training period. They were assisted by approximately 15 resource instructors who presented sessions on specialized topics related to their areas of expertise. The inclusion of these resource instructors was an important component of the training model for two reasons. First, their participation reinforced the collaborative training partnership National-Louis University has established with different community agencies. And second, it exposed the Head Start

personnel receiving training to a network of potential community resources. Appendix B provides a list of resource instructors used during the 16 months of training.

**Table 1**
**Head Start Leadership Training Courses**

| |
|---|
| ***Term I*** |
| Group Dynamics and Leadership Application |
| Strategies for Supervision and Staff Development |
| Contemporary Survey of Child Development |
| Historical and Philosophical Foundations of Early Childhood |
| Educational Research - Design |
| ***Term II*** |
| Early Childhood Curriculum |
| Child, Family, and Community |
| Organization and Administration of Early Childhood Programs |
| Fundamentals of Public Relations and Grantswriting |
| Social Policies and Advocacy in Early Childhood |
| Educational Research - Application |

## Curriculum

The curriculum of the Head Start Leadership Training Program provided a comprehensive study of the theoretical and practical issues involved in establishing and administering early childhood and family service programs. A central focus of the training was on change, both from an individual and organizational perspective.

The general progression of the curriculum was from global to specific. For example, Term I provided an overview of child development and organizational theory as it relates to early childhood education. This overview traced the underlying philosophical and social themes influencing the development of child and family service programs. Selected topics focused on patterns of leadership behavior, the dynamics of group interaction, and strategies for staff development. Students learned, for example, how to apply the concepts of motivation theory in the early childhood work environment to reduce job stress and burnout. Considerable emphasis was also placed on leadership style and knowledge of organizational climate; these umbrella concepts are often keys to administrative success.

Term II focused on specific issues and competencies needed for program implementation. It surveyed the legal and fiscal issues involved in operating programs. Various program models were examined along with the standards, licensing guidelines, and the policies and procedures that govern their operation. This term also provided an in-depth study of different curricular models as they relate to recent research on developmentally appropriate practices. Students applied their knowledge of young children's developmental needs to designing and equipping indoor and outdoor learning environments. They also became adept at using computer technology to aid in decision making and the fiscal management of early childhood programs.

Term II also presented an ecological model for studying family systems and different cultural patterns of childrearing. It examined some of the social, economic, and technological factors which impact upon the family. Topics provided an integrated study of the role of public policy as it affects young children and their families. Students became familiar with existing political, regulatory, and legislative processes as they relate to child advocacy issues. Topics also covered the fundamentals of marketing, public relations, and networking in the community. In addition, participants learned how to evaluate potential funding sources and develop skills needed for writing grant proposals.

Throughout the entire program, emphasis was given to the integration of field experiences and the development of skills for educational research. Students designed

and implemented a research study that built on previous research and enhanced competence in their professional role. The Head Start participants in this program were presented with conceptions of school life not often addressed in their professional preparation or practice. They looked at their Head Start programs as a social system, examining shared norms, values, expectations, and the pivotal role they play in influencing the direction of program practices.

Appendix C provides course outlines for the eleven courses included in the Head Start Leadership Training Program. While the content of the curriculum is provided here in separate course outlines, it was not taught as discrete separate courses. Instead, the courses were taught in an integrated fashion. The structural model of an intact group allows for considerable flexibility in the way in which individual topics are taught. Instead of moving students through eleven separate discrete courses in a sequential fashion, the content in each term was integrated allowing ideas, concepts, theories, and applications discussed in one course to be continually related to the content of other courses. The core instructor and research instructor provided the continuity of experience and the integration of ideas.

The integration of courses and, consequently, subject matter, can be illustrated by examining the topic of a specific class session -- "Implementation of Developmentally Appropriate Practice in Early Childhood Programs." This topic fits principally into the curriculum course; the concept is presented and examined historically as a curriculum model. The knowledge base for developmentally appropriate practice, however, is built primarily on child development theory and research. Thus, particular theorists are emphasized, as well as applied research. This material is drawn from the child development course and is interwoven with the curriculum theory. To implement developmentally appropriate practice, a thorough knowledge of adult development, supervision, administration, and group dynamics is necessary. Directors must know something about innovation and change and how to elicit support from teachers for a new curriculum model. Inservice training models must be explored; and budgetary considerations are required to address the cost of training. To treat this topic from such a multifaceted perspective ties into the experiences of teachers and directors who have to deal with classroom issues from many different vantage points on a daily basis. Discussion of such topics from an integrated perspective is meaningful and relevant.

# CHAPTER III

# TRAINING OUTCOMES

## TRAINING OUTCOMES

The literature on training efforts to improve the leadership behavior of educators has predominantly focused on intervention efforts with elementary and secondary school principals. Several studies have investigated the perceived training needs of early childhood administrators (Austin & Morrow, 1985; Norton & Abramowitz, 1981; Texas State Department of Human Resources, 1977), but virtually no systematic research has been conducted documenting intervention efforts to improve the leadership skills of early childhood personnel.

The reason for the dearth of information in this area is a simple one. Conducting comprehensive evaluation studies based on well-conceived research designs is expensive. Until recently, also, there have been few reliable evaluation instruments specifically designed to monitor change in early childhood settings. Consequently, as a profession, we have little in the way of empirical evidence to document why certain training practices are more effective than others.

It was for these reasons that an important objective of this grant was to provide data documenting training outcomes. This chapter will report the results of the summative evaluation. It is divided into three sections. The first section focuses on the quantitative and qualitative data collected documenting the effectiveness of the training model. The second section provides more detailed information about the scope and nature of the different research projects conducted by the participants in the Head Start Leadership Training Program. The final section of this chapter provides a qualitative analysis of the program by the core instructor. This section is a narrative summary of her impressions of the personal and professional growth of participants.

### Effectiveness of the Training Model

There are many ways to assess the effectiveness of a training model -- feedback from the participants themselves regarding changes in their knowledge and skills; feedback from supervisors and colleagues attesting to changes in behavior or attitudes; and independent observations by an outside party looking at changes in actual on-the-job behavior. The evaluation design utilized in this grant assesses the effectiveness of the training model from all three of these perspectives. Multiple perspectives increases the reliability and validity of results by decreasing the possibility of bias.

As was mentioned earlier, 31 of the 34 candidates who started the training completed the 16-month training cycle. Appendix D is a copy of the Certificate of Completion that they received. Of the 31 participants who completed the training, it is expected that 29 will complete all the requirements for the master's degree by March, 1991 deadline. (Participants were given 90 days in which to complete all "in-progress" grades.)

This section includes a summary of the data analysis with respect to students' level of perceived competence in 28 knowledge and skill areas, their overall evaluation of the Head Start Leadership Training Program, and their level of job satisfaction and professional orientation. It also provides evidence on how the training impacted the organizational climate of the participants' centers and the quality of teaching practices in the classroom as evidenced from independent observations of their programs, feedback from the staff at their respective centers, and feedback from their supervisors. Appendix E contains a copy of the instruments mentioned in this section.

**Level of Perceived Competence**

The Training Needs Assessment Survey is an instrument designed to assess level of perceived competence in 28 knowledge and skill areas related to early childhood program leadership. These 28 knowledge and skill areas can be clustered under five task performance areas: personal/professional self-knowledge (4 items); child development and early childhood programming (8 items); organizational theory, leadership, and program administration (6 items); parent and community relations/public policy and advocacy (7 items); research and technology (3 items).

On a 5-point scale, participants were asked to indicate their level of knowledge or skill in each of the 28 areas (from 1 = no knowledge in this area to 5 = extremely knowledgeable in this area). The total possible range of scores for the items assessed on this scale was 28 to 140.

The Training Needs Assessment Survey was administered before the training sequence began to help assess each participant's training needs. The four knowledge and skill areas students reported they felt least competent in were:

- knowledge of different research design techniques and statistical concepts (M = 1.87);
- skill in using oral and written communication to deliver professional information to diverse audiences (M = 2.07);

* skill in evaluating potential funding sources and writing a grant proposal (M = 2.07); and
* ability to design and implement a research study (M = 2.07).

The two areas they felt most knowledgeable in were:

* skill in observing and recording young children's behavior (M = 3.80); and
* knowledge of how to design and equip indoor and outdoor learning environments to meet young children's developmental needs (M = 3.73).

Participants were also asked an open-ended question regarding those areas of early childhood program leadership they felt they would benefit the most from additional training. A full transcript of their responses to this question is included in Appendix F. This information was useful to the instructors in tailoring the curriculum to address the students' perceived deficiencies.

The Training Needs Assessment Survey was administered again at the end of the training cycle to document any changes in perceived level of competence in the 28 knowledge and skill areas. Table 2 provides a summary of the pretest and posttest means for the 28 knowledge and skill areas assessed on the Training Needs Assessment Survey. This table also reports the results of the t-tests comparing the mean scores in the five clustered task performance areas assessed on the instrument.

Looking at the comparison of pretest and posttest data summarized on Table 2, one sees there was a strong statistically significant increase in participants' level of perceived competence in all five areas. Indeed, in all 28 areas, participants reported an increase in their level of knowledge and skill. The pretest mean score summing all areas was 81.13; the total posttest mean score was 113.23, for an average increase of 32 points. The results of the data analysis provide strong support that the Head Start Leadership Training Program had a significant impact on participants' perceived level of competence in the knowledge and skill areas assessed.

**Student Feedback on Program Effectiveness**

At the end of the 16-month training program, participants completed a general evaluation of the of the Head Start Leadership Training Program. This evaluation asked participants to reflect how they had grown professionally from participating in the program, what they considered to be the greatest strengths of the program, and what recommendations they had for refining and improving the program. It also asked them to

**Table 2**
**Pretest and Posttest Means for 28 Knowledge and Skill Areas (N = 31)**

| Item | Pretest M | Posttest M | t |
|---|---|---|---|
| **Personal/Professional Self-Knowledge** | 14.10 | 17.15 | 5.43* |
| Knowledge of oneself as a growing professional and how that professional identity translates into a code of ethical behavior and professional responsibility. | 3.67 | 4.50 | |
| Group participant and observer skills and proficiency in communication techniques including active listening, and giving and receiving feedback. | 3.60 | 4.23 | |
| Knowledge of one's learning/teaching style and how to apply/adapt that style as situationally appropriate. | 3.37 | 4.50 | |
| Ability to use a variety of individual and organizational strategies to reduce job stress and burnout. | 3.47 | 3.92 | |
| **Child Development and Early Childhood Programming** | 26.10 | 33.23 | 5.32* |
| Knowledge of major theories and current research in social-emotional, learning and cognitive, perceptual and language, and physical-motor development of children. | 3.20 | 4.04 | |
| Knowledge of the historical and theoretical bases for early childhood programs. | 2.90 | 3.96 | |
| Ability to articulate a personal philosophy of education. | 3.33 | 4.35 | |
| Skill in observing and recording young children's behavior. | 3.80 | 4.46 | |
| Knowledge of the types, purposes, and appropriateness of child development assessment procedures and instruments. | 3.23 | 3.96 | |
| Skill in program planning for children from diverse cultures and family backgrounds, including children with special needs. | 3.37 | 3.96 | |
| Skill in evaluating learning environments and outcomes of different curricular models as they relate to NAEYC center accreditation standards for high quality programming. | 2.53 | 4.15 | |
| Knowledge of how to design and equip indoor and outdoor learning environments to meet young children's developmental needs. | 3.73 | 4.35 | |

* $p < .0001$

**Table 2 (cont'd)**
**Pretest and Posttest Means for 28 Knowledge and Skill Areas (N = 31)**

| Item | Pretest M | Posttest M | t |
|---|---|---|---|
| **Organizational Theory, Leadership, and Program Administration** | 16.13 | 23.77 | 5.31* |
| Ability to develop a set of personnel policies to guide administrative practices in recruitment, hiring, training, and evaluation of personnel. | 3.03 | 4.08 | |
| Knowledge of relevant theories and concepts of organizational climate, leadership, and group dynamics and how to apply these concepts to one's own work setting as situationally appropriate. | 2.70 | 4.12 | |
| Ability to apply research in the area of adult learning, job satisfaction, and motivation theory in the supervision of staff. | 2.67 | 3.96 | |
| Knowledge of licensing requirements and procedures for starting an early childhood program. | 2.83 | 4.12 | |
| Skill in budgeting and the fiscal management. | 2.53 | 3.54 | |
| Knowledge of the legal aspects of administering programs. | 2.37 | 3.96 | |
| **Parent and Community Relations/Public Policy and Advocacy** | 18.33 | 27.23 | 6.32* |
| Knowledge about the diversity of family service and child care delivery systems. | 2.73 | 3.77 | |
| Knowledge of the social and cultural traditions of different families. | 3.20 | 4.08 | |
| Skill in using oral and written communication to deliver professional information to diverse audiences. | 3.00 | 3.89 | |
| Skill in evaluating existing family support services in the community. | 2.87 | 3.81 | |
| Skill in evaluating funding sources and writing a grant proposal. | 2.07 | 3.31 | |
| Ability to analyze social and public policy issues which affect the education, health, and well-being of young children. | 2.40 | 4.08 | |
| Knowledge of the legislative process and advocating for children. | 2.07 | 4.31 | |
| **Research and Technology** | 6.47 | 11.85 | 8.58* |
| Knowledge of research design techniques and statistical concepts. | 1.87 | 3.62 | |
| Ability to critique early childhood research. | 2.53 | 4.15 | |
| Ability to design and implement a research study that builds on previous research in early childhood education. | 2.07 | 4.08 | |
| **Total knowledge and skill** | **81.13** | **113.23** | **6.79*** |

* $p < .0001$

rate their overall satisfaction with the program on a scale of 1 (disappointed) to 5 (very satisfied). The final section of this instrument asked respondents to indicate those topics addressed in the program that had helped them the most in their work and those topics they would have liked to learn more about. A complete transcript of participant responses to the open-ended questions on this instrument is noted in Appendix G. The comments are coded using the participant ID number used in this training.

***Professional Growth.*** In general, the most common response with respect to professional growth was a gain in self confidence, which in turn seemed to translate into a stronger professional conviction and a resurgence of energy and enthusiasm relative to early childhood education. The statement, "I feel much more confident as an early childhood educator," was echoed by many of the participants in their reflections. They appeared to look for and find support and reinforcement for many of the practices that they had established through experience. And, on a broader basis, participation in and completion of the master's program enhanced their self esteem.

Related to these perceptions were statements about increased self understanding and consequent improvement of interpersonal skills. Many participants commented on the positive nature of the group process and the growth experienced through group interactions.

Participants also identified specific areas in which new knowledge and skills had been gained -- child development, teaching, supervision, communication, leadership, legal issues, curriculum, administration, and research. General statements made reference to the carry over of the ideas and knowledge from class to the workplace: "The skills and knowledge I have gained in this program have helped me a great deal in my new job." "Understanding child development theories has helped me to provide more positive feedback to my teachers as to why they do what they do in the classroom." The reflection of one participant related to the question of professional growth summarizes many of the comments made:

> *I have grown in this program in many different ways: I am more professional; I'm wiser on curriculum; I'm knowledgeable about research; I can take on a leadership position.*

In similar fashion, other participants spoke of their increased assertiveness, their more professional behavior, and their willingness to advocate for young children and the profession. The comments of two participants captures the sentiments of many regarding the impact of the program on their professional identity:

*I stretched this year. I stepped out with both feet and didn't fall. In fact, I flew! I thank you all for touching my life so inspirationally, so positively.*

*Thank you, you saved my life! I was slowly dying professionally -- I was in a rut. You have opened my eyes, enhanced my self-esteem, and motivated me to get involved in early childhood issues. I've always liked young children, but I had begun to get stale. I've developed pride in my career choice and feel competent. I hope other "dying" early childhood professionals are given the opportunities that I have become aware of and explored. My life has been enriched and I am grateful! Thank you so much.*

***Greatest strengths of the program***. The participants' responses on this question showed high agreement. They identified group discussions (as opposed to a lecture format) and the wide array of topics and issues covered as a main strength. In particular, they cited the diversity of the resource instructors.

Secondly, they spoke to the support, acceptance, and encouragement given to them by the instructors: "Professional staff who are competent, patient, and available for assistance." "The support the staff gives the students." "I feel the greatest strengths were in the advisors."

Various references were made to the group process as being a strong aspect of the program's delivery. They spoke to the "bond that was formed within the group," the benefits of "small group interaction," and "group dynamics." Within this framework, participants seemed to feel free to express their opinions and learn to respect the opinions of others.

Several participants indicated that the research component was a particular strength of the program. This strength tended to be linked to enhanced communication skills and computer competence. Additionally, participants expressed satisfaction with the professionalism displayed by instructors and the integration of theory and practice.

***Recommendations for program improvement***. Many of the suggestions for refining the program related to the research component. Generally, participants felt that they needed more time with the research adviser, as well as more time to focus on the research itself. The later point relates to the perception that the 16-month program was too short; some respondents felt the program should have been extended by two months. The following comment reflects the above: "Make it a longer time period. It was too rushed with too many assignments to do at the same time as writing the research project."

Other recommendations noted the need for more in-depth coverage on budgeting, administration, advocacy, and staff development. Several participants would have preferred to have had less paperwork as the final research project became due. And some suggested that more individual assistance was needed.

***Overall satisfaction.*** On a scale of 1 (disappointed) to 5 (very satisfied), participants rated their overall satisfaction with the Head Start Leadership Training Program a mean score of 4.58 (s.d. .65). Taken together with the positive comments about the training, we can infer that students were generally quite satisfied with this educational experience.

***Feedback on specific topics.*** When asked to note those topics that were addressed in the program that helped them the most in their work, respondents noted the following five areas as being most helpful. The percentage of students who noted the topic is indicated, as well.

- social policy and advocacy (88%)
- organizational climate (85%)
- personality types/learning styles (81%)
- stress management/time management (81%)
- parent and community relations (77%)

When asked to note those topics that they would have liked to have learned more about, the respondents noted the following topics:

- financial management (69%)
- legal issues (e.g. child abuse) (46%)
- marketing and public relations (42%)
- growth and development of children (42%)
- proposal writing and fundraising (35%)

**Job Satisfaction, Commitment, and Professional Orientation**

The Early Childhood Job Satisfaction Survey was individually administered to participants at the beginning of training and again at the end of training. This instrument measures different work attitudes including five facets of job satisfaction, the individual's commitment to the organization, and his/her level of professional orientation. Reliability and validity data on the ECJSS can be found elsewhere (Jorde-Bloom, 1989a).

Job satisfaction is defined as the congruence between one's current job and one's ideal job. The Early Childhood Job Satisfaction Survey measures five facets of job satisfaction (co-worker relations, supervisor relations, the nature of the work itself, working conditions, and pay and opportunities for promotion). The range of possible scores for each facet of job satisfaction is 0 to 10; the range of scores for the congruence with ideal subscale is 5 to 25.

Organizational commitment measures the relative strength of an individual's identification with and involvement in a particular center. It is characterized by an acceptance of the center's goals and values, a willingness to exert effort on behalf of the center, and a strong desire to continue working for the center. The range of scores possible on this subscale of the ECJSS was 0 to 10.

The professional orientation subscale measures individuals' involvement in professional associations, the number of educational journals they regularly read, if they consider their position a career or a job, and their involvement in a range of activities indicative of a professional orientation. The possible range of scores is 0 to 20.

There was no a priori reason to believe that the level of participant's job satisfaction would change favorably as a result of receiving specialized training in early childhood leadership. In previous research (Jorde-Bloom, 1988a), job satisfaction and level of training have been shown to be fairly independent constructs. Indeed, if an argument could be made about the direction of change after training, it would be reasonable to think that individuals who receive advanced training in their field might become more dissatisfied with their present position as their job expectations increased and their current work situation no longer resembled their ideal.

It should be noted that of the 31 participants who completed the training, five individuals (16%) changed jobs during the course of the 16 months; another seven individuals (23%) are currently looking for another position or intend to do so this year.

A comparison of the pretest and posttest scores of respondents regarding their level of job satisfaction and their commitment to the organization (Table 3) shows that in only one facet of job satisfaction was there a statistically significant change in attitudes. This change occurred in the facet of working conditions ($t = 2.35$, $p < .02$). On average, participants expressed more positive attitudes about their working conditions at the end of the training than before. These results should be interpreted with caution, however, since the analysis did not control for those individuals who had changed positions during the program.

**Table 3**

**Means and Standard Deviations for Pretest and Posttest Job Satisfaction Congruence with Ideal, Commitment, and Professional Orientation (N = 31)**

| Variable | Pretest | | Posttest | | |
|---|---|---|---|---|---|
| | M | S.D. | M | S.D. | t |
| Job Satisfaction | | | | | |
| co-worker relations | 8.87 | 1.68 | 8.84 | 1.95 | -.05 |
| supervisor relations | 8.00 | 2.13 | 7.20 | 2.99 | -1.12 |
| nature of work | 7.53 | 1.25 | 7.68 | 1.44 | .40 |
| working conditions | 6.27 | 2.52 | 7.60 | 1.66 | 2.35* |
| pay/promotions | 6.17 | 1.98 | 6.12 | 1.96 | -.09 |
| Congruence with ideal | 17.00 | 4.36 | 17.96 | 4.26 | .82 |
| Commitment | 8.04 | 1.35 | 8.08 | 1.35 | .13 |
| Professional Orientation | 11.43 | 3.00 | 14.91 | 2.33 | 4.75** |

*$p < .02$, **$p < .0001$

It was interesting to compare the results of this sample (N = 31) with the national norms available on this instrument (Jorde-Bloom, 1989a). In three of the five job facets, the means are virtually the same. In the area of working conditions and pay and opportunities for promotion, however, the Head Start personnel in this sample indicated higher levels of satisfaction than a representative sample of child care workers (N = 900) around the country.

Table 3 also notes the pretest and posttest comparisons for level of professional orientation. It was reasonable to hypothesize that there would be an increase in the participant's professional orientation as a result of this training. That hypothesis was confirmed. As seen on Table 3, the pretest mean for the sample was 11.43; the posttest mean was 14.91. These differences were statistically significant ($t = 4.73$, $p < .0001$).

**Organizational Climate**

Ten individuals who took part in the Head Start Leadership Training Program had direct administrative responsibility over a center-based program. The total student enrollment at these programs ranged in size from 40 to 231 students with a mean enrollment size of 104 students. The number of teaching and support staff at these centers ranged from 9 to 18 with a mean staff size of 13.

During the first month of training, the Early Childhood Work Environment Survey was administered to all employees who worked at the centers these ten individuals directed (N = 98). The ECWES measures ten dimensions of organizational climate (collegiality, opportunities for professional growth, supervisor support, clarity, reward system, decision-making structure, goal consensus, task orientation, physical environment, and innovativeness). Organizational climate is defined as the collective perceptions of staff regarding these ten dimensions. A score of 0 to 10 is generated averaging all employees responses for each dimension.

The Early Childhood Work Environment Survey also measures the staff's level of current decision-making influence and their level of desired decision-making influence (each subscale ranges from 0 to 10). Finally, the ECWES measures the staff's perceptions of how their current work environment compares with their ideal (scores range from 10 to 50). Reliability and validity data on the ECWES is available elsewhere (Jorde-Bloom, 1989a).

As part of the Head Start Leadership Training Program, a work environment profile (Appendix H) was generated from the data for each program and given to the program

director as a tool for assessing programmatic areas in need of improvement. At the end of the 16-month training cycle, the Early Childhood Work Environment Survey was again administered to the teaching and support staff working in these Head Start centers. (In the intervening months, one of the director's changed positions and became the director of a new center. The agency employing another one of the director's experienced a funding cut and her program was closed.)

Table 4 summarizes the results of the aggregate data from the centers that participated in the pretest and posttest administration of the ECWES (N = 72). Previous research in this area would lead one to be cautious in expecting changes in staff's attitudes about organizational climate in such a short period of time, but the results of the data analysis revealed a surprising increase in positive perceptions. In 9 of the 10 dimensions, the staff employed at these Head Start centers expressed more positive attitudes about the climate of their programs. In three of the ten dimensions (opportunities for professional growth, clarity, and degree of innovativeness) the differences in mean scores reached statistical significance.

In addition to more positive attitudes in the dimensions associated with organizational climate, Table 4 also shows that staff expressed stronger levels of commitment to their centers ($t = 2.53$, $p < .01$) at the end of the training period. Another interesting result surfaced in the area of staff's perceptions of their current decision-making influence. Here again, there were statistically significant differences between the pretest and posttest administration of the ECWES that may be attributable to the training these directors received. The strongest differences in staff's perceptions, however, occurred in the congruence with ideal subscale. The pretest mean score on this subscale was 36.08; the posttest score was 42.53 ($t = 4.37$, $p < .0001$).

If one looks at the pattern of changes that occurred in these directors' centers, it appears that those areas that achieved the greatest degree of positive change were those areas in which the director (the participant in this training) had a great deal of control. These dimensions included clarity, providing opportunities for professional growth, and the degree of decision-making influence given to staff. One might conclude from these results that as the directors became more sure and confident of their own leadership abilities, they were able to institute organizational practices that improved the quality of work life for their employees.

At the outset of this grant, it was hoped that pretest and posttest data regarding organizational climate could be collected from a matched group of Head Start programs whose directors did not receive training. The short form of the ECWES was administered

**Table 4**

**Means and Standard Deviations for Pretest and Posttest Organizational Climate, Commitment, Congruence with Ideal, and Decision-making Influence (N = 72)**

| Variable | Pretest M | Pretest S.D. | Posttest M | Posttest S.D. | t |
|---|---|---|---|---|---|
| Organizational Climate | | | | | |
| collegiality | 6.53 | 2.36 | 6.99 | 1.96 | 1.37 |
| professional growth | 5.49 | 2.47 | 6.24 | 2.04 | 2.15* |
| supervisor support | 7.17 | 2.31 | 7.68 | 2.33 | 1.39 |
| clarity | 6.51 | 2.31 | 7.54 | 1.96 | 3.13** |
| reward system | 6.13 | 2.01 | 6.60 | 2.05 | 1.42 |
| decision-making structure | 7.08 | 2.24 | 7.56 | 1.90 | 1.49 |
| goal consensus | 7.12 | 1.81 | 7.64 | 1.83 | 1.79 |
| task orientation | 7.24 | 2.12 | 7.64 | 2.06 | 1.21 |
| physical environment | 7.55 | 2.08 | 7.33 | 1.96 | -.68 |
| innovativeness | 6.33 | 1.87 | 6.96 | 1.51 | 2.33* |
| Congruence with ideal | 36.08 | 9.50 | 42.53 | 7.00 | 4.37*** |
| Commitment | 7.01 | 1.83 | 7.69 | 1.64 | 2.53** |
| Decision-making Influence | | | | | |
| current | 6.30 | 2.25 | 7.05 | 1.77 | 2.33* |
| desired | 7.72 | 2.45 | 7.77 | 1.93 | .16 |

* $p < .05$
** $p < .01$
*** $p < .001$

to a matched control group of programs at the beginning of the training cycle. Unfortunately, during the intervening 16 months, over half of the centers in this control group had changed directors. These programs also experienced high levels of employee turnover. The result was that there was insufficient data to do a valid and reliable comparative analysis. This situation is not untypical in educational research investigating program changes over a period of time. The experience underscores the difficulty of executing research designs of this nature.

**Classroom Quality**

The final instrument used to assess training outcomes was a modified version of the Early Childhood Classroom Observation Scale (Bredekamp, 1986). This observation tool was developed to assess program quality for centers seeking center accreditation through the National Association for the Education of Young Children. It is a measure of the "developmentally appropriateness" of teaching practices in a particular classroom. This observation tool has been used previously in several large-scale studies (Holloway, 1988; Jorde-Bloom, 1989c). The modified version of the Early Childhood Classroom Observation Scale used in this evaluation assessed four areas of teaching practices: interactions among staff and children (11 items); curriculum (15 items); health, safety, and nutrition (17 items); and the physical environment (15 items). Each criteria was rated on a scale of 1 (not met) to 4 (fully met). Thus the total classroom quality score could ranged from 58 to 232.

The classrooms of all teachers who participated in the training were observed at the beginning of the 16-month leadership training and again at the end of the training sequence. In addition, the classrooms in the centers of the directors receiving training were observed when it was felt the director had immediate supervisory responsibility for the teaching practices in the center. To provide comparison data, a control group of Head Start classrooms whose teachers did not receive training was also observed. Because of teacher turnover in each group, only 22 classrooms were included in the pretest/posttest analysis.

Table 5 presents the means and standard deviations on the background characteristics of the two groups -- the target group (those receiving training) and the control group (those not receiving training). A t-test was conducted on each background variable to discern if there were statistically significant differences between the two groups. In all areas except one (education level) the groups were well matched. The target group had achieved a slightly higher level of education. This is in part due to the

Table 5

**Means and Standard Deviations for Background Characteristics of Target Group and Control Group**

| Variable | Target Group (N = 22) M | S.D. | Control Group (N = 22) M | S.D. |
|---|---|---|---|---|
| Age | 39.41 | 8.03 | 37.71 | 9.56 |
| Education level* | 4.81 | .80 | 4.05 | 1.17 |
| Specialized coursework** | | | | |
| ece/child development | 26.10 | 22.60 | 29.60 | 22.10 |
| administration | 7.00 | 14.50 | 4.81 | 7.08 |
| In-service training*** | | | | |
| ece/child development | 69.00 | 60.00 | 66.10 | 55.60 |
| administration | 34.00 | 60.00 | 13.60 | 24.20 |
| Experience | | | | |
| total years in ece | 12.41 | 5.53 | 10.43 | 5.71 |
| years in present position | 7.05 | 5.97 | 5.73 | 4.11 |

* Education level: 1 = high school diploma; 2 = some college; 3 = associate degree; 4 = bachelor's degree; 5 = some graduate work; 6 = master's degree; 7 = post master's coursework; 8 = doctorate.

** semester hours of credit

*** clock hours

three participants who already held a master's degree. Interestingly, the control group actually averaged more semester hours of credit in early childhood education.

An early childhood specialist, Joan Britz, served as the classroom observer in conducting both the pretest and posttest observations. It was decided to use a single observer to ensure reliability of observations from one program to another and between the pretest and posttest observations. Although the observer was aware of which classrooms comprised the target and control groups, she did not do the final scoring of the observations at each interval and did not have access to the pretest data when she conducted the posttest observations. In addition, the observer had no contact with students on an instructional basis.

Table 6 provides a summary of the pretest means and standard deviations of the four classroom quality subscales as well as the total classroom quality score. A series of t-tests were conducted to discern if the two groups were evenly matched at the beginning of the training period. The mean pretest scores for overall quality for the target group was 174.08; the mean pretest score for the control group was 173.00. None of the four subscales on the pretest revealed statistically significant differences between the two groups.

Table 7 displays the mean posttest scores for each group in each of the four subscales and in their overall mean classroom quality score. We see on this table that the mean posttest overall quality score for the target group was 207.26 (an increase of 33 points). The mean posttest score for the control group was 169.75 (a decrease of 3 points).

Figure 1, Figure 2, Figure 3, and Figure 4 present the pretest/posttest observational data in graphic form regarding the four subscales comprising the Early Childhood Classroom Observation Form in graphic form. Figure 5 presents results of the data analysis regarding overall classroom quality.

Table 8 summarizes the mean change scores for each group (the mean increase or decrease between the pretest and posttest observations). A series of t-tests were conducted to discern if there were statistically significant differences in the mean change scores that might be attributable to the training. On all four subscales and on the overall classroom quality scores, there were statistically significant differences. The target group of Head Start teachers (those receiving training) consistently had higher scores on the posttest observations.

**Table 6**

**Pretest Means and Standard Deviations for Classroom Quality**

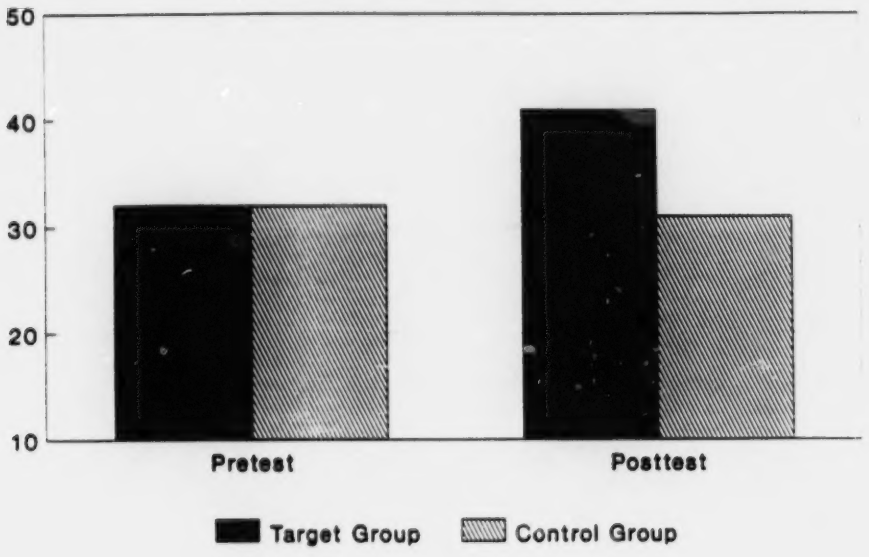
| Variable | Target (N = 22) | | Control (N = 22) | |
|---|---|---|---|---|
| | M | S.D. | M | S.D. |
| Interactions among staff and children | 32.12 | 7.26 | 31.91 | 7.59 |
| Curriculum | 42.69 | 8.57 | 42.70 | 10.49 |
| Health and nutrition | 57.60 | 7.23 | 56.30 | 8.35 |
| Physical environment | 41.77 | 9.64 | 42.20 | 10.93 |
| Overall classroom quality | 174.08 | 27.50 | 173.00 | 32.80 |

**Table 7**

**Posttest Means and Standard Deviations for Classroom Quality**

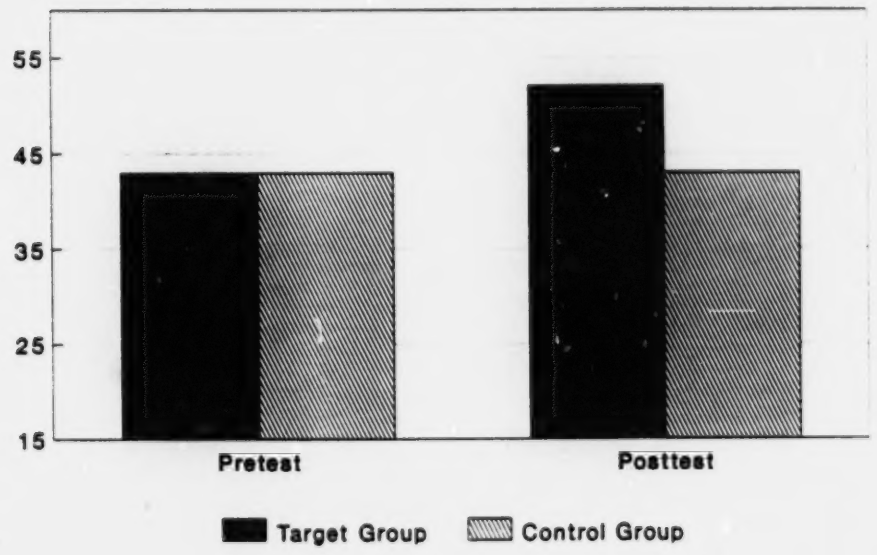
| Variable | Target (N = 22) | | Control (N = 22) | |
|---|---|---|---|---|
| | M | S.D. | M | S.D. |
| Interactions among staff and children | 41.00 | 3.37 | 30.63 | 9.79 |
| Curriculum | 52.32 | 6.76 | 42.92 | 12.19 |
| Health and nutrition | 62.00 | 4.82 | 55.63 | 9.96 |
| Physical environment | 51.95 | 8.15 | 40.58 | 11.64 |
| Overall classroom quality | 207.26 | 19.70 | 169.75 | 39.50 |

## Figure 1. Pretest/Posttest Comparison
### Interactions Among Staff and Children



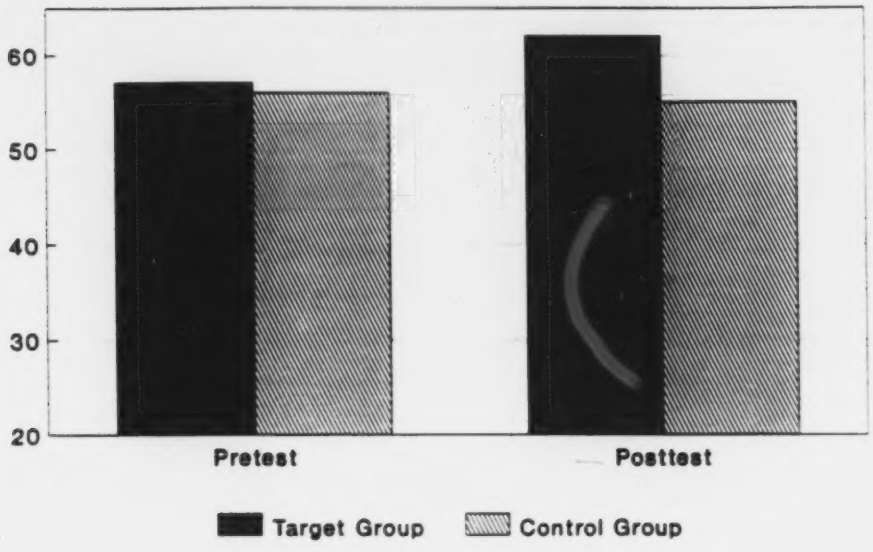

Possible range of scores: 11 to 44

## Figure 2. Pretest/Posttest Comparison
### Curriculum



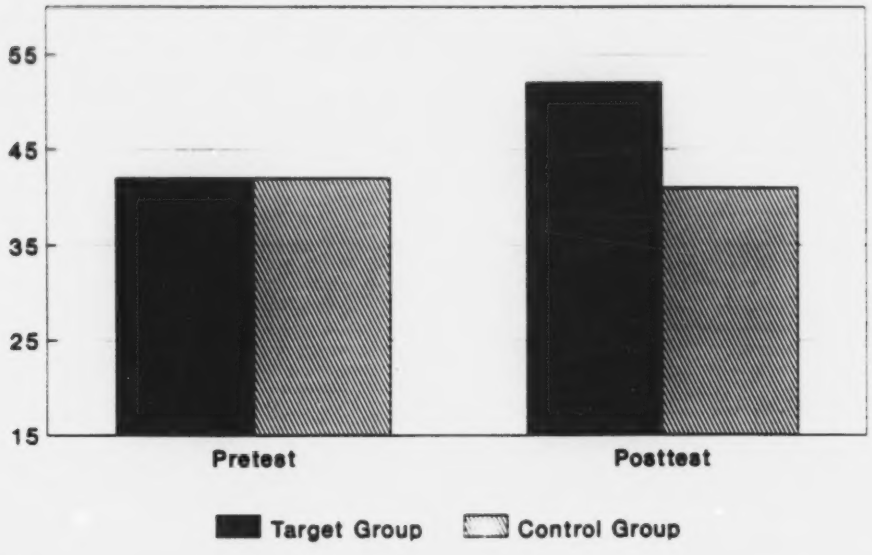

Possible range of scores: 15 to 60

## Figure 3. Pretest/Posttest Comparison
### Health and Nutrition



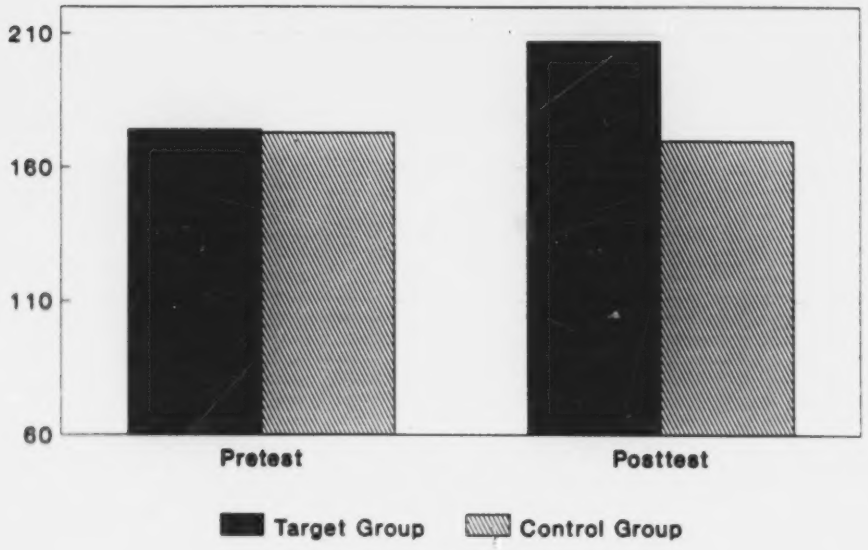

Possible range of scores: 17 to 68

## Figure 4. Pretest/Posttest Comparison
### Physical Environment




Possible range of scores: 15 to 60

## Figure 5. Pretest/Posttest Comparison
### Overall Classroom Quality




Possible range of scores: 58 to 232

**Table 8**

**Mean Change Scores for Classroom Quality**

| Variable | Target (N = 22) M | S.D. | Control (N = 22) M | S.D. | t |
|---|---|---|---|---|---|
| Interactions among staff and children | 8.06 | 7.03 | -1.70 | 9.25 | 3.83*** |
| Curriculum | 9.39 | 8.86 | -.26 | 10.66 | 3.16** |
| Health and nutrition | 4.61 | 8.40 | -1.04 | 8.13 | 2.17* |
| Physical environment | 11.28 | 10.86 | -1.87 | 9.20 | 4.11*** |
| Overall classroom quality | 33.33 | 29.48 | -4.87 | 32.52 | 3.94*** |

* $p < .05$
** $P < .01$
*** $P < .001$

The observer's anecdotal notes after conducting the posttest observations on the target group reveal the kind of changes in teaching practices that took place over the 16 months. She comments:

> *Generally, I observed more and better interactions between staff and children. The teachers asked more questions, waited for a longer response time, and used more techniques to enrich and increase vocabulary. I noted good eye contact and strategies to increase peer interaction. As well, more incidental language occurred in the classrooms. It seemed so evident that this group of teachers possessed a better grasp of child development and an understanding of the kinds of behavior that is appropriate for young children. Most notable was an increased commitment to developing independence by allowing children to take more responsibility for themselves. I was also impressed with how the teacher and aide worked together better as a team. The physical environment of the programs definitely seems to have been impacted by the training these individuals received. I saw a commitment to organized classrooms, more gross motor activities, and better room arrangements. There appeared to be little difference in two groups as to the limited use of the outdoor environment as an extension of the classroom. Considering the unsafe location of many of the centers, this is understandable. Finally, with respect to the curriculum, I noted a definite increase in multicultural materials and projects to increase students' level of self esteem. In sum, classroom routines seemed more child centered.*
>
> *Some of the other changes I observed were more subtle and not rated on the Early Childhood Classroom Observation Scale. In general, parents seemed to have a more active role in the classroom. I also saw many more teachers assert their leadership roles with their building principals. They seemed to be more comfortable acting as strong advocates for their programs. In sum, they not only modeled good practices, but they were talking good practices.*

**Supervisor Assessment**

A letter was sent to several of the participant's supervisors eliciting feedback on the effects of training. The full transcript of their responses is included in Appendix I. Comments from supervisors confirmed some of the self perceptions of the participants. First, many supervisors noted that participants' levels of self confidence had increased:

"Mrs. _____ shows confidence in herself and her abilities now." "The program has led to an increase in his level of self-confidence and job satisfaction." "She seems more sure of herself."

Other comments focused on increased knowledge of program issues and leadership skills. These gains were reflected, according to the supervisors, in committee participation, staff training efforts, interdisciplinary planning, and in the ability to delegate responsibilities and defend particular practices. More generally, comments indicated that there was improvement in teaching and in parent relations. Specific mention was made of increased awareness of cultural diversity and supporting activities.

Enhanced communication skill was also attributed to participation in the program. "Ms. _____'s writing and analytical skills have been sharpened; this in turn affects the work produced in her component." And one supervisor noted that the participant's involvement in his own research project has led to an overall interest in research projects.

## Individual Research Projects

In selecting topics for their research projects, the participants met individually with the research advisor to choose and design studies tailored to their current teaching or administrative roles or future career interests. The resultant projects, consequently, cast the participants as researchers in their natural contexts. In many cases, the data and the generated results will be able to be used by the Head Start program or agency in which the participant is employed. Appendix J includes a list of the research topics undertaken by participants in this program. The following descriptions of some of the research projects completed by the participants serve to substantiate their usefulness.

The Effect of a Staff Training Program on Program Quality. This participant, a curriculum coordinator, investigated the effect of a High Scope training program on the quality of the classroom program itself. Two pretest and posttest measures of classroom quality were used by independent observers before and after the training sessions conducted by the coordinator. A significant increase in scores was recorded.

This project serves as an excellent example of the connection between research and practice. The participant learned systematic ways to evaluate her work with Head Start centers through the research course; and she was able to link curriculum theory and child development research from the other courses in the leadership training program into her training. Following an oral presentation of the results of her study, this participant

indicated that she now was excited about research and understood its practical applications.

A Comparison of Head Start and Preschool Parents' Perceptions of Readiness. A director of a Head Start program was interested in investigating whether Head Start parents, given their degree of involvement in the program, would have significantly different views than parents from a church preschool program relative to the topic of kindergarten readiness. This participant designed a questionnaire and mailed it to parents representing both arenas. The results indicated that scores were significantly different. The Head Start parents seemed to want more of everything for their children. However, both sets of parents prioritized areas of development similarly.

From her study, this participant seemed to gain additional insights into areas for further parent education. She cited the research project as one of the most meaningful learning experiences in the program.

The Relationship of Self-Concept to Prosocial Behavior. This Head Start teacher was interested in exploring the measurement of self-concept in young children and how positive and negative self-concepts correlated with prosocial behavior. She utilized an available instrument for generating a self-concept score and designed her own observational instrument for classroom use. This participant's interest in and excitement over her study was evident throughout the project. She became completely immersed in the literature on self-concept and, consequently, became an informed critic of the standardized measure she had chosen. In interpreting her results, she was able to critically analyze her data and suggest clear implications for classroom teachers.

An Exploratory Study of the Members of the Chicago Local School Councils. As the Local School Councils began to be elected in the city of Chicago, this Head Start administrator became interested in the question of whether a high percentage of Head Start parents had run for the positions. Consequently, he constructed a questionnaire which was mailed to all of the individuals who had been elected to the councils. The form solicited the person's perception of what past experiences might have encouraged him/her to become involved in the public schools. Head Start was listed as one of the many options on the form. Following the return of the questionnaires, the participant interviewed some of the Head Start parents to get more in-depth feedback concerning their experiences and involvement. The key research question was, "Did involvement in Head Start appear to promote continued participation in their children's education?"

The participant's supervisor indicated that the research project, in particular, had brought about professional growth in this individual. "Because of Mr. _____'s interest in research, he will begin to organize a Divisional Task Force to review all current research projects which pertain to the field of early childhood."

All of the research projects had a direct relationship to the work of the participants; indeed, the participants functioned as action researchers in their own contexts. They not only gained valuable information relative to a particular topic or issue, but they also improved their written communication skills and learned to appreciate and understand research directly impacting the field of early childhood.

While the research projects were a definite challenge to the participants, feedback at the conclusion of the program was very positive. The sense of accomplishment over having completed a three-chapter, original piece of work was reiterated by many. One participant even acknowledged that she might do some further research in her area of study!

## Instructor Reflections

Quantitative analysis of training outcomes does not always capture the richness of the experience for participants. For this reason it is perhaps useful to include in this chapter a narrative from the core instructor, Norma Richard, regarding her impressions of the Head Start Leadership Training Program.

> *The Head Start Leadership Training Program was a very satisfying experience for me both personally and professionally. I felt that my efforts to facilitate the learning process for participants by connecting rational and psychological elements was successful in most cases. I used a constructivist approach in the classroom with the participants in this program, challenging them to make learning their own. Some of the classroom anecdotes I will describe illustrate how participants struggled intellectually, personally, and socially to move from dependence on me, their instructor, as the font of knowledge to taking charge of their own learning and using me as a facilitator and resource.*
>
> *It is often difficult for new graduate students to feel secure with an informal graduate seminar format and to learn that the professor will not "dispense" information. It is clear this caused a fair amount of anxiety during the first term. This was due in large part to the reluctance of the participants to*

*take responsibility for independent learning. By the second term of the program, participants adjusted to the training format and expectations and as a result became more supportive of the program.*

*Spending 16 months as the instructor of a group of individuals provides one with a unique perspective of how events in participants' personal lives impact professional performance. A lot happens in a year and half! For example, during the course of this training, four participants had parents die; three participants' children developed chronic illnesses (epilepsy, diabetes, and asthma). One participant gave birth to twins during the course of the program; another was six months pregnant at the end of the program; and still another participant became a grandmother of twins during the course of the 16 months. One participant got married and another was separated from her husband. Two students became seriously ill and were hospitalized during the program. During the first term especially, participants seemed to experience major difficulties in their work setting. These problems typically related to other staff or parents of their students.*

*I decided to keep in touch with the participants' emotional response to the program by asking them to keep a journal in which they each wrote a brief paragraph of anything they had on their mind that they would like to tell me. Their journal entries were not corrected or graded so they were free not to write if they so chose. These journals were written during the last 5 minutes of each class. They served as a forum to communicate with me about their concerns. Participants wrote about classes that were especially enlightening or moving to them. The also used the journal as a vehicle for complaining about assignments, whether the classroom was too hot or too cold, their difficulties at work, and their difficulties with family life. A number of students used the journal as a way of expressing their anxiety about the research project. Early journal entries were often reserved; later entries had more depth and emotion. Some students wrote regularly; others wrote rarely.*

*In one journal entry, a student whose academic performance was marginal asked why her grades weren't better. I do not think she would have asked me this in person. Through the journal communication, I was able to encourage her to pursue help in the university's academic tutoring program. The suggestion paid off -- her grades improved considerably. I suspect if I had initiated the suggestion before she raised the issue, she would have*

*acted defensively and ignored my suggestion. At the end of the first term, another student who was struggling academically wrote to me, "This term has been a real learning experience for me. I have had sadness, patted myself on the back many times and have learned so much...the cohesiveness of our group is strong. They have helped me through this term with smiles, looks, words, and touches." Another student wrote, "I have learned (in this class) that I can find solutions in the face of a storm..."*

*There were several classes which helped each group develop a group identity and a feeling of cohesiveness. Early in the program when students shared their sociograms, one student broke down and cried; her mother had just recently died. This emotional event served as an instant catalyst for developing a supportive and caring group spirit.*

*The class sessions devoted to the topic of organizational norms served as an intellectually unsettling experience for both groups of participants. Students discussed the organizational structure of their Head Start programs and how the structure was often in conflict with their own individual values, needs, and expectations. Many students were distressed by the group dynamics in their own Head Start programs. As they expressed their concerns in class, they took on a new collective role, one of group problem-solving. The experience served to solidify the cohesiveness of the group.*

*One poignant episode illustrates how high-charged the group dynamic got on occasion. In a discussion of supervisory relationships, a few of the teachers in one group expressed their outrage at administrators who make decisions that inhibit teachers' ability to work with children. Burdensome paperwork, unnecessary interruptions, and annoying nonteaching tasks were but a few of the complaints they aired. The teachers' anger was centered on blaming their administrators rather than looking for solutions. One of the administrators in the class who had stayed out of the fray privately expressed his concern that he interpreted the teachers' complaints as a personal attack. In a subsequent class, I asked this administrator to tell the class his feelings about being personally attacked. The result of this discussion was to redirect the teachers' unproductive anger away from the personal and to broaden their view. As the class discussed the issue, the teachers began to seek more viable solutions away from a passive-angry-impotent position to one of advocating constructive organizational changes that would address some of their grievances.*

*Another emotional experience during the study of child development was the session addressing issues of separation, abandonment, and attachment. After reviewing the research in the area and discussing the theoretical models, I asked participants to share their own experience of separation by describing their first memories of going to school. I then asked them to compare those feelings with the feelings they experienced the first night attending the Head Start Leadership Training Program. Students expressed many similarities in their feelings about the two experiences. The emotions in class were strong and deep as students described their personal separation experiences. But the discussion did not stop there. As a group, we then discussed separation experiences of children and families in their programs -- adolescent single parents, crack babies, abused and neglected children. I'm sure the class walked away from the experience with a renewed sense of awe and appreciation for the significant role they play in the lives of their Head Start families.*

*Toward the end of the program, a class session linking multicultural issues to public policy served to cement the cohesiveness of the groups. Many teachers did not see why they should teach a multicultural curriculum if they had an ethnically homogeneous group of children. I thought a parallel situation existed in the composition of our leadership training group and I struggled to think of a way I could dramatize the importance of expanding awareness. For our following class, I asked students to bring an example of their ethnicity to class. This class was perhaps the most emotionally powerful learning experience of the entire program. Participants brought a virtual panoply of artifacts as examples of their ethnic heritage -- a piece of cotton from the plantation where one individual was born; a pressing comb which reminded one of the participants of her sisters; a delicate figurine from Germany reminding another of her German father; and a clear plastic rain scarf, a vivid reminder of a young woman's mother who would tell her "just in case it rains." It was clear that a multicultural perspective with young children must begin with the adults who interact with children. All the participants brought items that linked them to their family values and experiences. The lesson was deep and, I trust, lasting.*

# CHAPTER IV

# CASE STUDIES

## CASE STUDIES

The following case studies summarize data on three female participants of the Head Start Leadership Training Program. The data were collected from personal interviews, participants' journals, instructors, supervisors, and an exit interview. The following framework was used to organize and present the information: 1) Background information; 2) Entry into the program (past grades, achievements, references, self-perception); 3) Individual characteristics (self-confidence/self-efficacy, stage of adult development, career stage, energy level, level of abstract thinking, temperament/learning style, degree of flexibility/openness to change, commitment/motivation, beliefs/values); 4) Growth and change (professional orientation, supervisor's perceptions, exit interview, participant's report, instructors' observations). Because of the sensitive nature of some of the information presented, fictitious names have been used.

### Case Study - Sandra Smith

#### Background Information

Sandra Smith is a 37-year-old black teacher who has been teaching Head Start for nine years. She is married and the mother of one child. She holds a Bachelor of Education degree in early childhood education from Roosevelt University in Chicago and completed many child development courses at Chicago State University. Her cumulative grade point average was 3.00. In the personal statement included with her application to the Head Start Leadership Training Program, Sandra described her career goals as, "continuing to grow in the field of early childhood education." She saw the position of program coordinator as one she would like to assume in the future to fulfill this career goal.

#### Entry into the Program

Sandra's supervisor from the Chicago Board of Education described her as "a hard worker whose enthusiasm is contagious. She goes beyond expectations in carrying out her job responsibilities." Instructors in the Head Start Leadership Training Program would agree with this statement and add that Sandra also was highly motivated to persevere in her studies though she found the academic expectations of the program difficult.

As the program progressed, Sandra became more and more reflective concerning the connection between theory and practice. She struggled with an understanding of how to implement advocacy for young children in situations at her work which presented

serious conflicts for her. In the second term of the master's program, Sandra resolved this dilemma for herself by learning to speak up in situations where she perceived children were treated unfairly. She demonstrated this in her work, in her personal life, and in her graduate classes.

In the beginning of the program, Sandra describes herself as "shy and quiet" and unable to clarify what she did not understand in her studies. Early in the program she wrote in her journal: "My self-esteem is low. I am thinking that I am not coordinator material. Tonight I left class with a lot of tension. My mind is wondering...can I do it? (the program). Toward the end of the program, Sandra again wrote in her journal: "I did have a talk with my principal and the others. Now, the atmosphere from the school office about my classroom has changed. I didn't approach the meeting in a negative manner and I didn't point my finger at anyone. I talked directly about what was affecting my children, myself, and my aide. Today, I don't feel as nervous about completing the program."

Sandra also learned to speak up in her graduate classes when she did not understand something or when it contradicted her experience. Instructors saw an amazing personal growth in Sandra from a decided lack of self-confidence, to one in which she saw herself as competent and capable of effecting change in her work environment. In one of her final journal entries, she focused on her view of herself as a learner. "Every time I leave this class, I am eager to get to work to discuss what I learned with my aide and others. This class makes me want to go to school more and more. I learn something every day."

**Individual Characteristics**

***Self-confidence/self-efficacy.*** In her initial approach to her work, Sandra demonstrated a hesitancy and an announced fear relative to her communication abilities. In an initial conference about the research project, she readily expressed her anxiety about her poor writing skills. The project appeared overwhelming to her in that it required skill in reading and synthesizing the literature on a topic, the clear articulation of a study to be carried out, and the written interpretation of data following the data collection process. Her initial thought, expressed in the interview was, "I may not make it because so much is built on writing."

While, at the outset, Sandra demonstrated a lack of self-confidence in attacking and completing the research project, over the 16 months, her engagement in the process increased her positive assessment of self. This appeared to be due to two factors: 1) Sandra's strong determination to complete the project: and 2) the fact that the research

project was presented in manageable pieces, each of which could be accomplished in a timely fashion if the student followed the recommended strategies detailed in the research handbook.

In Sandra's case, she accepted the framework laid out in the handbook and worked closely with the research advisor. She mailed frequent drafts of sections of the project to the advisor, always revising the sections following the receipt of constructive criticisms. As each piece of the project was grammatically corrected and further refined, Sandra moved ahead with greater self-assurance. Several times she stated to the advisor, "I really think I'm going to get this done."

In reality, Sandra needed much assistance throughout the writing process. Her cultural dialect interfered with correct grammatical structure and basic writing style. But her willingness to work closely with the research advisor and doggedly persist with revising and clarifying her work led to improved writing skills and higher self-confidence in her communication abilities. In the exit interview with Sandra, she stated emphatically that her self-esteem had improved as she progressed through the program and the research project.

***Adult development/career stage.*** Sandra appeared to be at a period in her own development in which she was looking not only for verification of her own practices, but also for stimulation and new challenges relative to her work. With respect to her career, she seemed to be in a renewal phase -- searching for new ways to reassess and use her knowledge and experience. Participation in the master's program provided a professional development opportunity for Sandra at a meaningful point in her overall development. She was, as an experienced Head Start teacher, ready to assimilate new information, consider a variety of viewpoints, and actively participate in gaining new knowledge.

***Energy level.*** Sandra exhibited a high energy level and drive to complete all of the assignments as scheduled. She arrived at class sessions early; she requested to redo assignments to incorporate constructive suggestions; and she wrote extensively in her journal, offering her impressions and soliciting feedback. Her self-analysis substantiated her high activity level and strong work commitment.

***Level of abstract thinking.*** Sandra's weaker verbal and written communication skills could tend to mislead people in their attempts to ascertain her thinking abilities. In discussions with the core and research instructor, Sandra exhibited many instances of generalized or abstract thinking. She was able, in analyzing classroom situations, to consider various approaches and viewpoints. And in assessing her own growth

throughout the 16-month leadership training program, she showed a high level of abstraction in discussing her own development. The seminar/discussion format appeared to support this student's move toward more abstract thinking. Sandra identified this move as a gradual, reflective process occurring over the 16 months of the program.

***Degree of flexibility/openness to change***. Sandra entered the program with the mindset that she had a lot more to read and learn with respect to her chosen profession. At first she was very quiet during class sessions, but the instructors became aware of how attentive she was. She appeared to be absorbing, and reflecting upon, all the information and material presented to her; and as the program progressed past the halfway mark, Sandra began offering her opinions and positions. As she did so, there was never a defensive stance taken; but rather, Sandra sought clarification and additional knowledge and evidence as she reassessed her own views. It seemed that this student's openness upon entry into the program was further enhanced through her participation. In the exit interview, she concluded that her involvement made her more flexible as a teacher and as a person.

***Commitment/motivation***. Perhaps Sandra's strongest demonstrated trait was her motivation to complete the master's program. This motivation seemed to come from her commitment to herself to do well and to a strong commitment to children from impoverished backgrounds. Sandra expressed a feeling of gratitude for being able to participate in the leadership training program; she indicated that her learning would benefit others.

***Beliefs/values***. Sandra seems to have a strong belief in the work ethic - - that working hard will improve one's status. It is this belief that caused her to commit unconditional time and energy to the master's program. With respect to children, Sandra believes in showing acceptance, thus promoting self-esteem. Her own deprived background seems to have sensitized her to the plight of all children in poverty; she sees the teacher as a key focal point for helping children gain self-confidence and assurance. Sandra is also keenly aware of parents' needs for self-esteem and the critical interconnection of parents and children in this regard.

Sandra also demonstrated that honesty was of high value to her. She actively solicited constructive feedback from the instructors and worked hard to resolve identified problems. On one occasion, she stated to the research advisor, "I want you to tell me just like it is. If I'm saying something wrong, let me know."

### Growth and Change

Overall, Sandra demonstrated developmental growth and several behavioral changes as a result of participation in the Head Start Leadership Training Program. From the instructors' perspectives, through her interaction with the material, the instructors, and other adults in the group, she was able to construct new knowledge relative to her profession and reach a higher level of abstract thinking. Sandra appeared to move from a level of memorizing small bits of information to a level of reflecting on new material, synthesizing it with her experiences, and internalizing new knowledge. Her own journal entries attest to these changes.

Within the group process, Sandra became increasingly assertive and confident. She talked more, offered more reactions to others' ideas, and presented her own thoughts and reflections more frequently. In the interview, Sandra stated, "I can now assert myself on issues. I'm no longer afraid that I can't support my own position."

Attitudinally, Sandra expressed an increased openness to others' perceptions and ideas. She stated in the exit interview, "I learned that my way is not the only way things can be run." She was able to articulate the changes in herself, while also noting that they had occurred gradually over the 16 months she spent in the program. It seemed important to Sandra that instructors didn't tell her that certain changes would have to be made, but rather that she was put in charge of her own learning and development. Consequently, her view of herself now includes the role of leader: "I feel that I can now be a leader in early childhood; before, I never thought I could be."

## Case Study - Janet Jones

### Background Information

Janet Jones is a 46-year-old white teacher who has 22 years of experience in Head Start. She graduated from Colorado State University with a Bachelor of Science degree in child development. She took graduate courses in child development from Chicago State University and National College of Education. Her grade point average was 2.50.

Janet is currently divorced with no children. She lives alone. In addition to teaching Head Start, Janet works part time as a sales associate, promoting customer relations, preparing sales displays, and performing daily cash transactions. She explains that her real interest is in teaching young children. Janet's principal in recommending her

for the Head Start Leadership Training Program states, "she has always performed on a very professional level. She is hard working, dependable, and competent."

**Entry into the Program**

In her statement of career goals, Janet described her reasons for applying to the Head Start Leadership Training Program. "I feel it (the master's program) would certainly offer me the opportunity to have the choice of staying in the classroom as a more informed teacher, or going into a role as coordinator or director." Janet began the program both with high hopes and with some trepidation concerning her ability to handle the academic workload. She was also in a state of mourning at the beginning of the program due to the death of her mother.

In one of the first classes in which participants shared personal background, Janet expressed her feelings with the group about her recent loss. There was an immediate outpouring of support and care from the other members of the class. The interaction and support of classmates would prove to be one of the most stabilizing factors of the program for her.

At one point, Janet wrote in her journal, "I enjoyed the stimulating conversation this week. I am getting to be much more at ease about this master's undertaking." She explained to her instructors that in her previous school experience, " I was put down as a student." She relates that in college she "couldn't talk in class" and that she was terrified of being called on." Janet felt that the seminar format of the Head Start Leadership Training Program in which students ideas were respected, enabled her to participate in class more fully and, consequently, to learn more.

Janet was able to go beyond her own teaching and find a broader perspective for what she learned. She wrote, "Isn't it interesting how we all think so much alike! Maybe there is hope for our children (Head Start) if we as wonderful educators multiply and divide...I am sad to think all this is coming to an end. The program has provided me with many insights and ideas for future use in my classroom...I am satisfied!"

**Individual Characteristics**

***Self-confidence/self-efficacy***. Janet verbalized in her exit interview that she has never had a strong, positive sense of self. As an adopted child in a well-educated, high-achieving family, she never felt that her accomplishments were as significant as her siblings. While she has been quite comfortable with her choice of teaching as a

profession, she has not seen herself as an empowered member of the early childhood profession.

Participation in the Head Start Leadership Training Program appeared to give Janet a stronger sense of efficacy relative to her work with Head Start children and their families. She stated that she had been revitalized in terms of the profession, and that she now had an increased awareness of her role as an advocate and leader in the field.

More generally, Janet identified that her self-esteem had improved over the course of the program. She expressed pride in herself for what she had accomplished, particularly with respect to the research project. In her interview, she stated that the instructors had been able to establish an atmosphere of acceptance in which she felt comfortable expressing her views and opinions. In particular, she identified the field-based model as promoting an exchange of ideas through the seminar format that was implemented. Janet expressed a high level of satisfaction with the integrated approach to the presentation of subject matter. This approach allowed her to connect her own experiences in multifaceted ways to material being presented. Thus, participation in the master's program at this point in her teaching career seemed to enhance Janet's self-confidence and verify that her role was indeed significant.

***Stage of adult development.*** As a middle-aged adult with many years of teaching experience, Janet was an excellent candidate to participate in a master's program based on an adult development model. She wanted to be reinvigorated, renewed, and restimulated with respect to her work. Consequently, she was very receptive to the learning experiences and opportunities.

As an experienced educator, Janet came into the program with a realistic sense of herself, an openness to other ideas, and a desire to examine and critically evaluate her practice. In many ways, she functioned at a very mature stage with respect to her career. What she appeared to be testing was whether she was capable and/or ready to move into an administrative or leadership role in the profession. The leadership training program functioned as a safe setting in which Janet could reexamine her goals and interests.

Through her participation, Janet appeared to benefit from exposure to individuals from backgrounds different from hers. The instructors observed her increased interaction with group members over the 16 months, as well as her increased willingness to share personal concerns with them. In her interview, Janet identified one of her most significant growth experiences as the time when the group expressed empathy in response to the

presentation of her sociogram. It would seem that Janet realized benefits in terms of her overall development through interpersonal relationships experienced in the program.

***Energy level.*** Janet exhibited a moderate energy level and evaluated herself similarly. She lives alone, has frequently worked a second job, but states that she needs a certain structure to get things done. She is not a person who seems to have unlimited energy reserves.

***Level of abstract thinking.*** Janet functions at a relatively high level of abstraction. She is able to synthesize material well and consider problems from different perspectives. In her research project, she demonstrated the ability to generalize and present implications resulting from her findings. Janet's higher reasoning processes were further stimulated through her active participation in the discussion-oriented class sessions. She stated in the interview that the more she became a part of the process, the more comfortable she felt and the more she tried out new ideas and approaches. The program's format seemed to encourage risk taking on Janet's part. This contributed to the construction of additional knowledge.

***Degree of flexibility/Openness to change.*** Janet demonstrated a particular openness to new ideas and a flexible response in class discussions from the onset of the program. This attitudinal posture allowed her to participate more totally in the group process and, thus, become even more receptive to new approaches and alternative ideas.

***Commitment/motivation.*** In many different ways, Janet demonstrated a strong commitment to children, to quality, and to high standards. In her discussions of her teaching, it became evident that Janet invested a lot of energy and time in ensuring good services for her children and their families. She also expressed staunch support for the Head Start philosophy, especially the parent involvement component.

In relation to class assignments, Janet demonstrated her commitment to a high quality product. She submitted several drafts of sections of the research project in order to realize a final product that was above average. Her work was always submitted in a timely fashion, and assignments were thoroughly addressed.

Janet's motivation to complete the master's program seemed to come from a desire to prove herself. She stated in the exit interview that she had a fear of not being able to do graduate work, but she proved herself wrong. She seemed pleased to be able to share her accomplishment with her family.

With respect to the group itself, Janet demonstrated a commitment to group process, participatory decision making, and respect for diversity. She offered support to her peers on many occasions, willingly sharing information and resources.

***Beliefs/values.*** Janet expressed a strong belief in the value of interpersonal relationships. She credited her success in the program, in part, to the support of her friends, her family, her NLU colleagues, and her NLU instructors. At the celebration dinner, Janet read a poem she composed which reflected a keen insight into the program's participants and the instructors. For her, the meaningful interpersonal interaction was a crucial aspect of the program's success.

This belief is also reflected in her interest in the development of self-esteem in young children. Janet feels that the social-emotional development of children is extremely important as a focus of the Head Start curriculum. Her research project dealt with self-concept, its measurement, and its relationship to social behavior. Janet seems sincerely committed to finding ways to promote self-esteem in the children she teaches.

**Growth and Change**

Janet entered the master's program with a desire to prove to herself that she could complete a graduate degree. Her success gave her added self-confidence and, consequently, higher self-esteem. This change could be observed in Janet as she moved through the 16-month program. She shared more with the group during class sessions and she became more critical of the research design she had originally proposed. After presenting her poem to the group at the celebration dinner, she commented to one instructor that her experience in the program had given her the confidence to take such a risk. Although Janet enjoys her teaching, the leadership training program seems to have awakened her interest in administration and supervision. She now feels she may now go on for her Type 75 certificate.

From a more personal perspective, Janet seems to have grown from her direct interaction with other group members. She appears more cognizant of individual differences, backgrounds, and circumstances. As one of three white women in the group, she expressed satisfaction with her integration into the group process. Although Janet did not appear to hold any racial prejudice upon entering the program, her close interaction with a group comprised predominantly of black women provided her with a richer, deeper appreciation of diversity.

## Case Study -- Monica Davis

### Background Information

Monica Davis is a softspoken, warm, 39-year-old black woman. In the professional recommendation required for entrance into the program, she is described as "a highly valued employee" and a woman with a "glowing personality." Monica began the Head Start Leadership Training Program with a Bachelor of Science degree in child development from Northern Illinois University, with a cumulative grade point average of 2.61. She has been a preschool teacher for eleven years. Three months prior to the beginning of the Head Start Leadership Training Program, Monica was assigned as acting director in the Head Start program where she is employed. In addition to her work with Head Start, Monica has been employed as a part-time librarian in her local library for more than ten years. Monica is a single widow living alone.

### Entry into the Program

At the start of the program in a personal statement, Monica described her career goals as aspiring to move into a management position such as education/instruction coordinator. She also wanted to become the director and owner of a preschool or day care center. Monica stated that her reasons for entering the Head Start Leadership Training Program were to prepare her for training in administration. "It will provide me with the technical training that is needed to improve my program's administration and management, while giving sound direction to staff and others."

### Individual Characteristics

***Self-confidence/self-efficacy.*** After several weeks in the program, Monica wrote in her personal journal to the core instructor, "I love these classes, they seem to energize me for the following day. I have so much pep, ideas, go, go! ...A lot that was said (in class) makes me think. I must be better prepared next time." Her excitement and commitment to the program and what she was learning was very evident in her journal. These inner reflections are quite important for understanding Monica because she was very quiet in class, rarely spoke, and was often late or absent. She also wrote in her journal, "I'm anxious and nervous about the research project." Her concern about her abilities as a student and her perception of the assignments (particularly the research project) overwhelmed and frightened Monica and eroded her confidence.

With great personal struggle, Monica persevered in the program. She was sustained mostly through a deep conviction that this program was right for her. Her commitment to study was reinforced by the social ties she built in class. The support of classmates was important to her. After one of the first classes she wrote in her journal, "Were we all matched, selected by a computer for the Tuesday class? We have so much in common. Good! I finally found someone --- that's just like me!" Her confidence was buoyed by the feeling that she was not alone in her efforts to achieve and learn in the program.

At the beginning of the second term, Monica's level of confidence was stronger. She wrote in her journal, "I'm hoping the next term is greater and brings me many moments of happiness. I really enjoy the instructors, and my classmates. The cohesiveness and collegiality of our group is strong. They have helped me through this term, with smiles, looks, words, and touches. I have truly enjoyed this learning experience. ...One of my goals is to be a better writer and speaker."

At the end of the program, Monica said that she felt the Head Start Leadership Training Program helped her grow in many ways. The first area of growth she mentioned was self-confidence. "I am much more self-confident and better able to function as an administrator and supervisor. I used to think that being an administrator called for other abilities of leading and directing that I didn't have. Now I see things more clearly. I know what it means to be a director and supervisor."

***Adult development/career stage***. Monica appears to be at the renewal stage in her career development. She is searching for new challenges especially in the area of administration and is moving from thinking of herself as a teacher to thinking of herself as a full-time administrator. Even though she was functioning in the role of acting director during the program, over the course of the 16 months, she began to broaden her understanding of her responsibilities to include parents and younger, more inexperienced staff members. She now feels committed to the early childhood profession.

In an interview at the end of the program, she stated that one of the best things she learned was that she is now more sensitive and caring about families and the individual, personal situation of family members. She says, "Before, I used to feel that parents ought to do this or that. Now I understand better their feelings and attitudes about education. They feel their necessities come first. I understand now how they fit into education. I can see the family's point of view."

***Energy level.*** Monica exhibited a low energy level in class although she described herself as having a high energy level. In most classes she was extremely quiet, entered the session late and until the middle of the second term did not participate in class discussions. She completed all of her assignments on time except the research project even though writing seemed to be her weakest area. During the second term, the instructors warned her about excessive absences. She explained that she came from a distant suburban school and because she was the director she could not leave early enough to catch the train which would get her to class on time. Allowances were made for her train schedule, and Monica did not miss a day of class again. When Monica describes the variety of roles she plays outside her work situation (e.g. babysitter, taxi driver, librarian, teacher of illiterate individuals, nurse), it is understandable why she considers herself to be a high energy person.

***Level of abstract thinking.*** Monica's ability to express herself both verbally and in writing were areas of difficulty for her. One needed to scratch far below the surface in order to find that her thinking is characterized by an ability to generalize or think abstractly. She was able to look at situations in her work with families, children, and teachers from many perspectives and analyze problem areas while taking many different viewpoints in mind.

In examining her own growth throughout the program, she said, "I have learned that there is not only one right way to do something. Through the group discussions, I came to learn more about myself by listening to other teachers' problems and finding out that in many ways they were the same as mine." Monica showed this ability to organize ideas and draw conclusions more in personal discussions than in her writing. Nevertheless, she exhibited an ability to think reflectively about herself and her work. Her choice of a topic for her research reflected her sincere desire to improve in the area of supervision and training.

***Learning Style/Temperament.*** Monica's intense emotional response to her environment seems to be at odds with her soft voice and unhurried manner. She is an easy-going and accepting woman who is highly motivated to succeed and who has a willingness to adapt to new situations. When confronted with the possibility of termination from the program due to absences, she immediately changed her life style enough to stay in the program. She tends to be very much aware of the people around her and of their feelings. Toward the end of the program, Monica began to participate more in class discussions, offering comments and asking questions. Monica was quite self-directed in her ability to accomplish the heavy assignments required by the program.

She appeared to absorb the discussions around her, reflect on ideas and concepts, and construct new knowledge.

***Degree of flexibility/Openness to change***. Monica demonstrated a great deal of flexibility and openness to the program in her desire to understand new ideas and in her exploration of assigned work. She really thought about the issues and tried to apply them to her own experience. It was important to her to improve herself as a supervisor and to find new ways of relating to her staff. She states that she really put a great deal of effort into doing each assignment so that she could learn more about supervision and training.

***Commitment/motivation.*** Monica demonstrates a strong commitment to the early childhood profession through her work with families and in her capacity as a trainer of the Head Start teachers in her school. During the program she developed an interest in advocating for children and families. She sees this as an important aspect of her work as an early childhood professional. She related in her interview, "I have learned to speak up for children. I have learned to speak to government administrators about our program and not be afraid."

Monica was highly motivated to complete the master's program. She was willing to put in extra time on all her assignments and hand in work that would assure her completion of the program. She often mentioned that the work was difficult for her but that this meant she would have to work all the harder to make sure she would finish.

Monica's motivation and commitment were most apparent in her relationship to the Head Start Leadership Training group of which she was a part. She maintained a strong connection to the group throughout the program both giving and receiving support from fellow classmates.

***Beliefs/values***. Monica's belief system includes her concern that the early childhood profession address the issue of the relationship between the children we teach, the school, and the broader community. She believes that she must also address this same issue in her work as a Head Start director. Her concern is that children receive the services they need, both educational and affective. She believes that directors and administrators must address the issue of training staff to understand the connection of the needs of the family and what the school is trying to give them. Without understanding this connection, she feels our educational system will fail in its attempts to help families. She has taken these issues of family education and teacher training as her own personal means of fulfilling her commitment to education and of enriching her life.

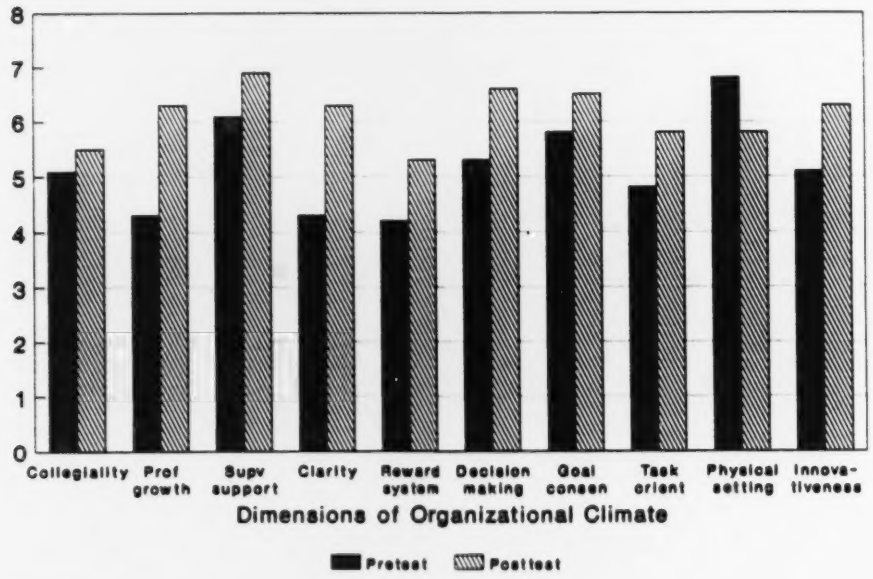
**Growth and Change**

Monica began the Head Start Leadership Program with a desire to improve her skills as a director and to ensure that her job as acting director would become a permanent position. If this did not work, out she thought she might learn in the program how to start her own preschool. At the completion of the master's program she relates that she realizes now that training is more important to her than directing a program. She feels a director's work is very important, but that if she is to accomplish the goals of advocacy and leadership she has set for herself, then she needs to seek a promotion to a coordinator's position which includes training parents and teachers.

One need only compare the pretest/posttest results of the Early Childhood Work Environment Survey administered to her staff to see the tremendous impact the training had on Monica's ability to provide a more nurturing work climate for her staff. In nine of the ten dimensions of organizational climate, her staff's perceptions were more positive at the end of the training; in six of these dimensions the differences reached statistical significance. Figure 6 provides a graphic display of the data. Her staff's collective perceptions about how their current work environment compared with their ideal also improved. The most exciting change can be see in the staff's perceptions of their current decision-making influence. The mean pretest score on this subscale was 3.75 (out of 10); the mean posttest score was 6.3. Figure 7 provides a graphic summary of the pretest/posttest comparison of these two aspect of the work environment.

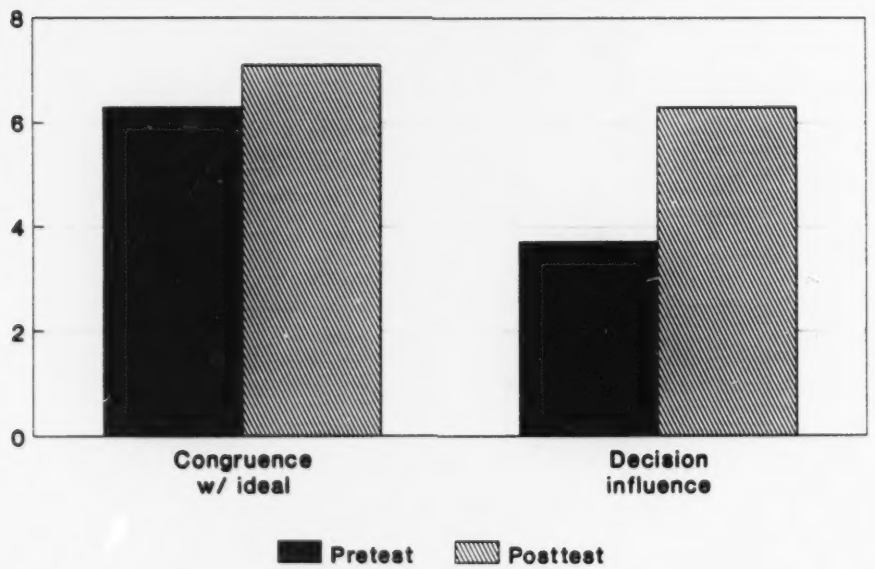
On a personal level, Monica feels that her attitude about herself improved through the program. She stated in her interview that "my attitude is more professional. I can handle difficult situations at work much better now. I am calm when crises happen because I understand what my role is and I know I can do it." She feels she has learned to relate to people better because she can put herself in a parent or teacher's place and understand their point of view. Finally, Monica believes she has gained the ability through the Head Start Leadership Training Program to use problem solving strategies to find solutions to both personal and professional problems.

## Figure 6. Pretest/Posttest Comparison




Possible range of scores: 1 to 10

## Figure 7. Pretest/Posttest Comparison




Possible range of scores: 1 to 10

# CHAPTER V

# CONCLUSION

## CONCLUSION

In the preceding pages we have described a model of leadership training that takes a multi-disciplinary approach to professional development. There are many aspects of this training model that are unique: the length and sequence of training, the content of the curriculum, the cluster group format, the site visits by the instructor, the work-related research project, and linking completion of training to graduate credit. This concluding chapter will summarize the salient themes that emerged from the evaluation data regarding the effectiveness of the Head Start Leadership Training Program. Recommendations for future application of the training model will also be discussed.

### Training Outcomes - Salient Themes

Several common themes emerged from the varied evaluation data collected to assess the outcomes of Head Start Leadership Training Program. These themes focus on self-confidence, integration of theory and practice, the sharing and acceptance of different perspectives, and the power to affect change. They can be summarized as follows:

* Participation in the 16-month Head Start Leadership Training Program promoted increased self-confidence and a stronger sense of empowerment.

* The reassessment of practice from different theoretical perspectives provided a means of articulating the "whys" underlying particular teaching and/or supervisory approaches.

* The seminar format used to discuss varied theoretical and applied approaches to issues promoted active learning, internalization of knowledge, and the acceptance of different perspectives.

* The incorporation of field assignments and a research project provided the catalyst for empowering participants to become agents of change in their respective organizations.

Further clarification of each of these themes illuminates, from the students' perspectives, specific gains and changes made during the leadership training program.

First, with respect to self-confidence and self-efficacy, participants reported significantly higher levels of perceived competence in 28 knowledge and skill areas. These

data were supported by personal reflections of how individuals had grown and changed through this educational experience. The program format, based on an adult development model, encouraged the sharing of experiential knowledge. It also emphasized the written and verbal expression of a variety of strategies and ideas reflecting sound knowledge of child development. As students received positive feedback, as well as constructive criticism, from instructors who validated their efforts and ideas, they were willing to take more risks in communicating; and sometimes they modified their own views. Specific comments made by individual students attest to their increased comfortableness with active involvement in the learning process.

An essential element in this process appeared to be the instructors' stated acceptance of individual differences in ability; the acceptance of every effort, no matter how basic, to communicate; and the acceptance of mistakes and shifts in thinking. It seems probable that within such a supportive framework, students were able to gain increased self awareness and, consequently, confidence in their own abilities to handle a formal educational experience at this level. At the conclusion of the 16-month experience, they were more willing to offer and substantiate their views, as well as advocate for change. Self empowerment -- the feeling that one person can have an effect -- resulted from the increased self confidence.

Secondly, in commenting on the nature of the assignments and the value of the research project, many participants articulated that the gap between theory and practice had been narrowed as a result of their participation in the program. These particular Head Start teachers and directors, collectively, represented many, many years of experience working with children and parents. Many of their practices had been acquired through experimentation, independent reading, and inservice training experiences. The Head Start Leadership Training Program provided the opportunity for them to refine their knowledge base in child development, early childhood education, administration and supervision, group dynamics, and curriculum.

The seminar format allowed participants to relate and connect their experiences to various theoretical bases. Through this process, students became increasingly adept at supporting their practices with relevant knowledge and research. At the culmination of this program, participants expressed high satisfaction with their increased ability to integrate theory and teaching and/or administrative practice. Supporting documentation from their supervisors attests to this change.

Thirdly, participants expressed satisfaction with a program format that encouraged the expression and acceptance of diversity. Specifically, they seemed to feel that they

had become more open and more tolerant of differing positions and ideas. Such involvement appeared to move them in the direction of more abstract, generalized thinking. In class discussions, instructors witnessed, over time, more assertive attempts to problem solve and consider alternative solutions to situations. As the program progressed, the exchange of ideas and the active debate of issues became more pronounced. This same perception was shared by the students and reflected in their personal statements. Overall, it seemed apparent that this training model was effective in facilitating the exchange of meaningful dialogue in a supportive environment.

Finally, one of the overriding goals of the Head Start Leadership Training Program was to empower participants to affect change in their respective Head Start agencies and in the field of early childhood education. Anecdotal evidence from participants attests to their increased sense of confidence in actively advocating for the staff, parents, and children in their classrooms and centers. Thirty-one more confident early childhood leaders appears to have increased the decibel level just a little bit.

Feedback from the participants' colleagues and their supervisors provides compelling evidence to the strength and direction of these changes. It appears that improving participants' repertoire of administrative and organizational skills has had a direct impact on many organizational practices. This has included such things as improved clarity of center policies and procedures, improved quality of interpersonal interactions, and improved public relations. The observations of classroom quality conducted as part of the evaluation confirms that the training may also have had a pronounced impact on the quality of teaching practices in the classroom.

The rich anecdotal evidence received from participants at the culmination of the Head Start Leadership Training Program provides first-hand accounts of how conducting action research changes the early childhood profession from the inside out and from the bottom up, through changes in early childhood educators themselves. It appears that the research component of this training model has the potential to play a significant role in improving the quality of services provided to children and their families.

## Some Recommendations

The principal barrier in carrying out this grant was the time factor. The original proposal called for a 20-month training program. The funding cycle that was approved for this grant necessitated that the training be condensed to 16 months. It was feared even before the project was launched that the pace of the program might be too rigorous for the participants. While the dedication and commitment of the individuals who took part

in this training has been outstanding, we have some concerns about the level of stress they may have experienced due to the accelerated pace of the training. But it is also possible our fears are unfounded. This program experienced only a 9% attrition rate -- somewhat lower than the university's other graduate programs on campus. It may be that the individualized nature of the training and the personal attention participants have received from the instructors helped reduce potential sources of stress. Nevertheless, it is our recommendation that future endeavors to replicate this training model be structured to ensure a full 20 to 22 months of training.

An additional recommendation has to do with the allocation (and remuneration) of instructor time. It was not anticipated when we launched the Head Start Leadership Training Program that the participants would need the degree of remedial support in writing that they did. Additional hours of one-on-one tutoring were necessary in this program to bring the participant's level of writing skills up to the graduate level expectations of the university. The instructors in this training program (with the assistance of the university's Center for Academic Development) absorbed the additional one-on-one. It is recommended in future funding of similar training programs that sufficient financial support be allocated to cover this aspect of the training.

## A Final Word

Motivating Head Start personnel to pursue advanced training in early childhood leadership can be problematic. Limited financial resources, time constraints, and the lack of external support are but a few of the obstacles directors and teachers experience when considering advanced training. The structure and design of this training model helps alleviate some of these problems. For example, many individuals feel insecure about attending university courses after having been out of school for a period of time. The small group format of this training model provides the collegial support that many mid-career teachers and directors need to reduce initial anxiety about reentry into a degree program. Moreover, knowing that the degree can be completed in less than two years provides additional incentive to the potentially reluctant full-time professional. Perhaps the most important incentive, however, is the fact that participants quickly appreciate the emphasis on linking theory to practice. Individuals realize that what they will be doing in the program will have direct relevance to them in their respective Head Start settings.

The Head Start Leadership Training Program detailed in this report is a promising model for providing professional growth experiences for Head Start personnel around the country. As a cost-effective, easily-implemented inservice model, it has broad implications for improving the professional expertise of Head Start directors and teachers while at the

same time promoting substantive change and improvement in their Head Start organizations.

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## REFERENCES


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# APPENDICES

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4. Candidate rejection letter
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# APPENDIX A
## Promotional Literature and Candidate Correspondence

# HEAD START LEADERSHIP TRAINING

The Early Childhood Professional Development Project of National College of Education has been awarded a grant from the U. S. Department of Health and Human Services Head Start Office to provide leadership training for 30 individuals who work for Head Start in the Chicago Metropolitan Area.

## Who is Eligible?

Any individual currently holding or aspiring to a leadership position in a Head Start agency is eligible. This includes center directors, head teachers, supervisors, education coordinators, and central office personnel. Individuals must possess a baccalaureate degree.

## What Does this Leadership Training Include?

Training topics will cover all areas of the early childhood leader's role: child development, early childhood programming, organizational theory, staff management, budget and finance, legal issues, parent and community relations, social policy, and child advocacy. Leadership training will take place in two cluster groups of 15 participants each. A core instructor will follow the progress of each group and will be assisted by resource instructors with specialized expertise in selected areas.

An integral part of this leadership training will focus on organizational change. Participants will conduct a work-related project of their choice addressing some aspect of organizational improvement in their agency, center, or classroom. Examples of such projects might include undertaking the self-study phase of NAEYC's center accreditation, assessing the effects of classroom arrangement on children's behavior, or evaluating a participatory decision-making model on teacher's level of job satisfaction.

## How Long Does the Leadership Training Last?

Leadership training will begin September 1989 and continue for 16 months through December 1990. Classes will be held once a week for four-hour sessions. In addition, participants will be expected to attend several Saturday institutes on specialized topics.

## Is There College Credit for This Leadership Training?

At the culmination of the leadership training, participants will receive 32 semester hours of graduate-level credit from National College of Education and a master's degree in Early Childhood Leadership and Advocacy. Individuals who already possess a master's degree may use the coursework toward a C.A.S. (Certificate of Advanced Study).

## What Is the Cost of Training?

The total cost of the Head Start Leadership Training is $6,865 per individual. This covers all instruction and materials. Scholarship awards will be made for $4,915 toward this cost. Thus, participants will be expected to pay only $1,950. In addition, some Head Start agencies have set aside training funds to help cover a portion of the participant's costs. There will be a number of payment plans made available to individuals selected for leadership training as well as assistance through the Federal Guaranteed Student Loan Program.

## What Is the Application Procedure?

Individuals interested in applying for a Leadership Training Scholarship should call Dr. Paula Jorde-Bloom at National College of Education (475-1100, ext. 2251) for an application.

The application requires interested candidates to submit a current resume, a written statement of their career goals, three letters of reference, and official transcripts of college work previously completed.

**The deadline for submission of all materials is June 30, 1989.**

## How Will Leadership Candidates Be Selected?

Members of the Head Start Leadership Training Advisory Board will make the final selection of candidates for scholarship awards. Criteria for selection will be based on:

1) Individuals who have demonstrated a strong commitment to early childhood education as a career;
2) Individuals who have expressed an interest in improving their programs; and
3) Individuals who have shown strong leadership potential in Head Start.

The final announcement of Leadership Training Scholarship Awards will be made in mid-July.

# HEAD START LEADERSHIP TRAINING

## Candidate Evaluation

Name of candidate _____ Agency _____

| | weak 1 | 2 | 3 | 4 | strong 5 |
|---|---|---|---|---|---|
| 1. Commitment to early childhood education | ___ | ___ | ___ | ___ | ___ |
| 2. Ability to implement organizational change | ___ | ___ | ___ | ___ | ___ |
| 3. Leadership potential in Head Start | ___ | ___ | ___ | ___ | ___ |

| | weak 2 | 4 | 6 | 8 | strong 10 |
|---|---|---|---|---|---|
| 4. Ability to succeed in graduate studies | ___ | ___ | ___ | ___ | ___ |

Comments:

Total score ____/25

NATIONAL COLLEGE OF EDUCATION
NCE
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EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

July 10, 1989

Ms. Head Start Candidate
7777 Somewhere Street
Chicago, Illinois

Dear Ms. Candidate:

I am pleased to inform you that you have been awarded a Head Start Leadership Training Scholarship. You are to be commended for your commitment to early childhood education and the leadership potential you have exhibited.

In order to receive your scholarship award, it is requested that you attend an important information meeting regarding the specific requirements of the Head Start Leadership Training program.

**Wednesday, August 2, 1989**
**1:00 - 4:00 p.m.**
**National College of Education**
**Chicago Campus (5th floor)**
**18 South Michigan Avenue**

This meeting will be divided into two parts. During the first half of our meeting, you will have an opportunity to meet the instructors, receive the training schedule, and hear about the time commitment necessary to participate. We will also have information on the location of classes and an overview of the scope and sequence of training. We anticipate a few individuals will decide that the program does not match their career goals or that they will not be able to invest the time necessary to participate.

During the second half of our meeting, you will have an opportunity to meet the Director of Graduate Admissions and a representative from the financial aid office. We will also administer the Miller's Analogies Test, one of the requirements for admission into the graduate school.

Should you have any questions that need to be addressed before we meet in August, please call my office (475-1100, ext 2251) and ask for Ms. Norma Richard. Again, congratulations! I look forward to meeting you soon.

Cordially,

Paula Jorde-Bloom

Paula Jorde-Bloom
Program Director

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EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

July 10, 1989

Ms. Head Start Candidate
7777 Somewhere Street
Chicago, Illinois

Dear Ms. Candidate:

I am sorry to inform you that you were not selected to receive a Head Start Leadership Training Scholarship. There were many outstanding applications for this program which made the selection process very difficult. We would like to keep your application on file, however. It is possible that some of the candidates that received scholarship awards will be unable to participate and we will be able to open up the selection process again.

You are to be commended for your commitment to early childhood education and the leadership potential you have exhibited in Head Start. I wish you the best of luck in your work on behalf of young children.

Cordially,

Paula Jorde-Bloom

Paula Jorde-Bloom
Program Director

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EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

August 21, 1989

Dear Student:

I am very happy to welcome you to the Head Start Leadership Training Master's Program and look forward to beginning this educational journey with you. Our first class will be on September 5th for the Tuesday evening group and on September 7th for the Thursday evening group. Enclosed is a roster designating the class in which you are enrolled. I made sure to accommodate all requests I received for enrollment on a specific evening.

Class will meet in room 300 at National College of Education Chicago campus 4:15 P.M. to 8:15 P.M. weekly. This allows students who will be parking in Grant Park underground garage to pay the lower night rate. Class will begin and end on time so please arrange to arrive promptly at 4:15.

At the beginning of the first class we will discuss the class syllabus, books will be distributed, and a dinner schedule will be determined.

After dinner we will explore the issue of the adult as learner, particularly the distinction between role and style and how we as professionals in the field of early childhood education can achieve a balance between personal and professional pursuits.

If you have any questions before we meet in September please contact me at the early childhood office at 475-1100. I look forward to seeing you soon.

Sincerely,

Norma Richard

Norma Richard
Program Instructor

P.S. I will call 4 or 5 of you to bring food the first class.

# APPENDIX B
## Resource Instructors

## RESOURCE INSTRUCTORS

| Speaker | Topic |
|---|---|

Ms. Isabel Werner . . . . . *Promoting Cooperation and Conflict Resolution*
Instructor, University of Southern Illinois

Dr. Lilian Katz . . . . . *Pursuit of Self-Esteem: Distractions and Confusions*
Professor, University Of Illinois,
Director, ERIC/ECE

Mr. Robert Siegel . . . . . *Implementing a Model of Staff Supervision*
President, Day Care Action Council

Mr. Robert Green . . . . . *Mental Health in the Head Start Setting*
Pscyhologist/Consultant - Head Start

Mr. Scott Mies . . . . . *Industry-Sponsored Day Care*
Director, Fel-Pro Day Care Center

Dr. Sharon Lynn Kagan . . . . . *Building Bridges for Greater Collaboration*
Bush Center for Child Dev/Public Policy
Yale University, New Haven, Connecticut

Rep. Woods Bowman . . . . . *A New Decade of Opportunity*
Illinois State Representative, 4th District

Mr. Jim Greenman . . . . . *Designing and Equipping Educational Programs*
Greater Minneapolis Day Care Directors Association

Ms. Jacqueline McWherter . . . . . *The High/Scope Curriculum Model*
Curriculum Coordinator - Head Start

Dr. Mary McNamera-Gerlik . . . . . The Essentials of Grantswriting
Coordinator - Green Bay Prekindergarten Programs
Green Bay, Wisconsin

| Speaker | Topic |
|---|---|
| Ms. Brenda Dobbins<br>Ounce of Prevention | *Instructional Strategies that Support Literacy* |
| Dr. Kenneth Roy Johnson<br>Professor, Chicago State University | *Instructional Strategies that Promote Language* |
| Ms. Diane Trister Dodge<br>President, Teaching Strategies, Inc.<br>Washington, D.C. | *Working Towards a Quality Program* |
| Ms. Alice Moss<br>Supervisor, Illinois Prekindergarten Program | *Dealing with Teacher Evaluation* |
| Judith Keller<br>Director, Lincoln Park Child Development Center | *Dealing with Teacher Evaluation* |
| Dr. Carol Neuhauser<br>Professor, Harper College | *Becoming a Child Advocate* |

# APPENDIX C
# Course Outlines

## STRATEGIES FOR SUPERVISION AND STAFF DEVELOPMENT

**Description**

This course focuses on the human relations side of administrating early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Examines different conceptual models for understanding job satisfaction and the career stages through which teachers progress. Explores various individual and organizational strategies for reducing stress and promoting optimal performance. Provides opportunities for students to apply models of supervision and staff development in their respective educational settings.

**Objectives**

1. To evaluate research that has been conducted in the area of job satisfaction and be able to apply the concepts of motivation theory to the early childhood work environment.

2. To analyze the objectives and functions of supervision and be able to develop orientation and inservice staff development as an integral part of professional growth.

3. To implement a variety of individual and organizational strategies for reducing job stress and burnout.

4. To analyze laws regarding employee labor relations and develop a set of personnel policies to guide administrative practices in hiring, contract negotiations, grievance, and dismissal procedures.

5. To analyze how adult life stages and career stage development relate to the supervisor/training role of the administrator. To be able to assess the needs of adults as learners and plan professional development programs accordingly.

6. To become familiar with different methods of staff evaluation and the role of evaluation in the supervisory process.

7. To apply various models of staff supervision and staff development in as situationally appropriate.

**Content and Sequence**

I. Personnel Policies Relating to Recruitment and Staff Selection

   A. The effect of personnel policies on organizational behavior and management decision making

B. Selection criteria: Knowledge, skills, values

1. Developing effective job descriptions/vitae

C. The selection process

1. Where to recruit
2. The employment contract

D. Orientation of new staff

E. The unionization of child care workers

II. Laws Governing Personnel Selection, Salary, Hours, Benefits, and Working Conditions

A. Federal and state guidelines

1. Equal Employment Opportunity Commision (EEOC) guidelines
2. 1964 Civil Rights Act, Title VII
3. National Labor Relations Act
4. Affirmative action
5. DCFS regulations pertaining to qualfications of personnel
6. Federal Occupational Safety and Health Act of 1970
7. Fair Labor Standards Act

B. Employee benefit programs

1. Mandatory benefits: Social Security; Unemployment Insurance; Workperson's Compensation; Income disability insurance
2. Voluntary benefits: Health insurance; leave and supplemental pay; life insurance; retirement plans

III. The Developmental Stages of Adults and Teacher's Career Stages

A. Adult Development (Erikson, Levinson, Sheehy)

B. Characteristics of the adult learner (Knowles)

C. Teacher career stages (Burke & Christensen, Katz)

D. Implications for professional practice

1. Staff turnover, and attrition
2. Designing professional growth opportunities for staff at different stages in their careers

IV. Job Satisfaction and Motivation Theory

A. Job Facets

1. Co-worker relations
2. Supervisor support
3. Nature of the work itself: Task content, autonomy, control, variety, instrinsic fulfillment
4. Working conditions: resources, teacher/child ratio, physical setting, schedule, flexibility
5. Pay and promotion opportunities

B. Theories of motivation as they relate to job satisfaction

1. Fulfillment Theory: affiliation, achievement, and involvement
2. Descrepency Theory
3. Maslow's Hierarchy of Needs
4. Herzberg's Two Factor Theory
5. Equity and Reference Group Theory

C. Social-ecological framework for analyzing job satisfaction: person-environment

1. Environmental variables: Physical setting; organizational structure; role and responsibilities; social system
2. Personal variables: sociodemographic characteristics; personality traits, skills, abilities; stage in career cycle; cocommitant roles
3. Cognitive appraisal: locus of control; expectations; self-efficacy
4. Coping responses: physical, mental; supportive, detrimental
5. Outcomes: organizational, individual

D. Measuring job satisfaction and organizational commitment using the Early Childhood Job Satisfaction Survey (ECJSS)

V. Strategies for Reducing Job Stress and Burnout

A. Stress indicators: physical, psychological, behaviors

B. The burnout profile

C. Sources and underlying causes of stress: individual, interpersonal organizational/ professional, societal

D. Effects and consequences of stress

E. Individual strategies for stress reduction

F. Organizational strategies for stress reduction

1. Improving of working conditions - enviromental factors
2. Targeting intrinsic/extrinsic motivators
3. Improving methods of feedback/appraisal
4. Increasing employee input in decision-making

VI. The Administrator as Supervisor/Trainer

A. Balancing individual needs and organizational priorities

B. Assessing staff development needs

C. Models of supervision - direct and indirect

1. Developmental supervision (Caruso)
2. Modeling, coaching, clinical, and consultant supervision
3. Supervising the CDA candidate

VII. The Administrator as Supervisor/Evaluator

A. Evaluation as an ongoing process

1. Future-oriented evaluation
2. Evaluation that builds on competencies

B. Performance appraisal as a joint responsibility

1. Planning and goal setting as criteria for evaluation
2. Designing effective evaluation measures
3. Defining performance standards

C. Suggestions for providing effective feedback

D. Handling the resignation or termination of staff

VIII. Participatory Management in Early Childhood Work Settings

A. Research on the discrepancy between current and desired levels of decision-making influence

B. Advantages and disadvantages of shared decision-making

C. Models of collaborative planning for instructional improvement

D. Methods for soliciting feedback and involving staff

## GROUP DYNAMICS AND LEADERSHIP APPLICATIONS

**Description**

An analysis of social interaction in groups. Using Systems Theory as a integrating paradigm, this course is designed to deepen the student's awareness of how he/she affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings.

**Objectives**

1. To become familiar with the concepts of Social Systems Theory and how it applies to different organizational settings.

2. To analyze revelant theories and concepts of organizational climate, leadership, group processes and communication.

3. To develop group participant and observer skills and increase proficiency with communication techniques such as oral and written presentation, active listening, and giving and accepting feedback.

4. To increase self-awareness as a component of more effective interpersonal communication.

5. To analyze the relationship between group goals and group processes.

6. To increase effectiveness in using situationally appropriate leadership skills.

7. To apply skills in diagnosing school climate and developing strategies for implementing organizational change.

**Content and Sequence**

I. Overview of Systems Theory

   A. Concept of hierarchy, boundaries, open vs. closed systems

      1. Homeostasis, feedback, and equilibrium
      2. Koestler's self-assertion vs. integration conceptualization

B. Structure - roles, components, rules, regulations,

C. Functions and goals of a social system

II. School as a Social System

A. Structure of social relations in the early childhood setting

B. Status and roles, the culture of the group, values and norms

C. Stated and unstated goals of organizations

D. Distinction between formal/informal organizational structure

III. Promoting Self-Awareness - The Individual in the Organization

A. Overview of research relating to psychological typologies

1. Jungian personality typologies - Myers Briggs Inventory
2. Vocational typologies - Holland's Theory of Career Choice

B. Self Assessment: How did I get here and where am I going?

1. Developing a personal and professional goals blueprint
2. Assessing motivations for entering the field of education
3. Occupational values: income, prestige, independence, helping others, security, variety, leaderhip, leisure.

C. The distinction between role and style

D. The reflective practitioner (Schon)

IV. The Dynamics of Group Interaction

A. Group functioning and decision-making: Social facilitation, social interference, risky shift, individuation, imitation, conformity, groupthink

B. Communication networks

C. Effects of group size

D. Nonverbal communication: Physical appearance, physical behavior, vocal behavior, spatial considerations



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E. Cooperation and conflict resolution - problem solving strategies

F. Techniques for effective communication

1. Interpersonal and small group communication
2. Organization-wide communication

G. Facilitating effective staff meetings

V. Organizational Climate

A. Assessing work climate using the Early Childhood Work Environment Survey

1. Differences in climate perceptions: administrators/teachers; half-day/full-day programs; for-profit/nonprofit programs

B. Change and innovation in organizations

1. The innovation decision process
2. Anticipated and unanticipated consequences of change

VI. The Early Childhood Administrator as Leader

A. The multifaceted role of the administrator in the organization

B. The distinction between leading and managing

C. Leadership based on assumptions about people

1. Frederick Taylor - Scientific Management
2. McGregor's Theory X and Theory Y

D. Leadership as a global trait - (Bennis)

E. Assessing leadership style

1. Authoritarian to laizzez faire continuums,
2. Task-centered vs. people-centered approaches (Blake and Mouton's Managerial Grid)

F. Situational/contingency models of leadership

1. Fiedler's least favorite co-worker construct
2. Hersey and Blanchard's situational leadership

## CONTEMPORARY SURVEY OF CHILD DEVELOPMENT

**Description**

This course explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development. Students will learn to critique child development research and use the resources of the library and different computerized data bases to write a review of the literature on a selected topic. The course includes opportunities for students to apply child development concepts to practical experiences in educational settings.

**Objectives**

1. To compare and contrast major theoretical approaches to the understanding of early developmental issues.

2. To examine contemporary issues and controversies in the field of early childhood development as they relate to the roles of early childhood leader and advocate.

3. To examine the interrelatedness of early physical, cognitive, and psychosocial development.

4. To examine the use of various research methods in answering questions related to early development.

6. To gain proficiency in using library facilities for purposes of reviewing developmental and related literature and developing research questions.

7. To apply child observation skills to practical situations in a variety of educational settings.

**Content and Sequence**

I. Overview of Child Development Research: Themes, Issues, Controversies

   A. Ethics of child study

   B. Research approaches: case study, interviews, questionnaires, natural observation, experimentation.

   C. Definition of key research terms: hypothesis, control and experimental groups, longitudinal/cross-sectional research, cohort effects, double-bind studies, correlation/causation, statistical analysis, generalizability.

II. Overview of Developmental Theories

A. Behavioral and cognitive theories

1. Behaviorism and social learning theory
2. Piagetian and neo-Piagetian theory
3. Information processing theory

B. Psychosocial theories

1. Freud
2. Erikson
3. Mahler
4. Bowlby

C. Bronfenbrenner's ecological approach to development

D. Integration of theory and practice (e.g., Piagetian-based curriculum, behaviorist models of service delivery to special populations)

III. Infant Development

A. Physical development (sensory abilities, perceptual development, milestones)

B. Cognitive development (the sensorimotor period)

C. Psychosocial development:

1. Theories of innate temperament (Chess and Thomas)
2. Attachment theory
   a. The role of early experience on subsequent development
   b. Cross-cultural differences in child-rearing practices
   c. The relation between emotional adjustment and cognitive functiong.
3. Eriksonian themes: trust vs. mistrust, autonomy vs. doubt and shame, initiative vs. guilt.

D. Integration of theory and practice (e.g., day care and maternal attachment, the establishment of trust in the day care setting, toileting issues)

E. Early language development

1. Comparison of theoretical approaches
2. Early childhood bilingualism



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IV. Development During the Preschool Years

A. Cognitive development

1. Piaget -- the preoperational period
2. Critiques of Piagetian theory
3. Neo-Piagetian perspectives

B. Psychosocial development

1. The role of play in physical, cognitive, language, social, emotional development
2. The relationship among the child-mother, child-father, and child-peer social systems
3. Integration of theory and practice (e.g., peer as "therapist" for withdrawn child, day care peer group compensating for maladaptive mother-child relationship)

C. Gender role socialization/at home and in the peer group

1. Gender differences in behavior
2. Gender differences in socialization experience
3. Gender differences in neurological development

D. Ethical socialization

E. The development of aggressive and altruistic behavior

V. The Early School Years

A. Cognitive development

1. Concrete operational period of cognitive development
2. Maturation and the reading process
3. Half-day vs. full-day kindergarten
4. Information processing theories
   a. The development of metacognitive strategies
5. Learning styles: field sensitive and field independent learners

B. Psychosocial development

1. Eriksonian theories
2. Self-esteem and locus of control
3. Moral development -- Kohlberg
4. Review of related issues
   a. Effects of divorce



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b. Concerns of one-parent families
c. Effects of television viewing
d. Childhood depression
e. Childhood obesity
f. The "hurried child" syndrome

VI. Critiquing and Conducting Child Development Research

A. Using the library

1. Research journals related to early childhood education
2. Using computerized data sources

B. Analyzing child development research articles

1. Introduction
   a. Statement of the problem/purpose of the study
   b. Hypothesis and predicted outcomes
   c. Review of the literature (conceptual framework and related research
2. Method/Procedures
   a. Subjects
   b. Instrumentation
   c. Data collection and analysis
3. Results
   a. Descriptive statistics
   b. Inferential statistics
4. Discussion
   a. Restatement of the purpose or hypotheses
   b. Theoretical and educational implications of the study
   c. Limitations of the study
   d. Areas for future research

C. Using APA format

## HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

### Description

This course explores the historical antecedents and underlying philosophical and social forces which led to the development of primary, kindergarten, nursery schools, day care, and family service programs. It provides an overview of the theoretical rationale of different program models and examines the role and professional status of the early childhood educator.

### General Objectives

1. To analyze the historical antecedents of early childhood education.
2. To evaluate the contributions of major theorists and early childhood who have shaped our present thinking about the role of early childhood education in society.
3. To evaluate the implications of different philosophical orientations as they relate to educational practice in early childhood education.
4. To be able to articulate one's own philosophy of education.
5. To analyze the sociological criteria for a profession as it relates to the occupational status of early childhood educators.
6. To develop strategies for upgrading the professional status of early childhood educators.

### Content and Sequence

I. An Historical Overview -- Selected Landmarks in Early Childhood Education

- A. Early educational theorists - John Locke, Jean Jacques Rousseau
- B. The emergence of kindergarten education - Pestalozzi, Froebel
- C. Colonial roots to Progressivism - Lawrence A. Cremin, John Dewey
- D. The European influence - Maria Montessori, Margaret McMillan
- E. America in the Early Twentieth Century - Abigail Eliot, Lawrence Frank, Arnold Gesell, G. Stanley Hall, Alfred North Whitehead

F. The Great Society - A renaissance in early childhood education

1. Compensatory education as a social intervention strategy
2. Research - importance of the preschool years, Hunt, Bloom, Bruner
3. The implementation of the first Head Start Program - summer 1965
4. Early assessment and evaluations of Head Start - 1968-72

II. Early Childhood Education Today - Issues and Trends

A. Demographic, political, and economic trends

1. Program types/models for the delivery of service: public and private, half-day and full-day
2. The growing need for child care

III. The Effects of Early Childhood Programming

A. High-Scope longitudinal studies (Weikart)

B. Infant day care controversy (Belsky)

IV. Developing a Personal Philosophy of Education

A. The importance of being able to articulate a philosophical perspective?

1. Philosophy as a framework for conduct
2. Philosophy as a statement of educational goals and objectives
3. Philosophy is not static - changes, evolves, develops

B. Critical questions to ask in developing a personal philosophy

1. How do we view the child and childhood?
2. What is the purpose of schooling in society?
3. To what extent should different ethnic, social, gender or ability groups receive the same education?
4. What is the appropriate role of the teacher in the classroom?
5. What is the proper focus of the curriculum?
6. What is the best mode of instruction?
7. What is the proper degree of structure in scheduling of time?
8. What is the best layout and utilization of space, equipment, and materials?
9. What is the role of the family in the educational process?

V. Theoretical Foundations of Early Childhood Education

A. Essential knowledge for administrators of early childhood programs

B. What is a theory of child development?

C. Three theoretical perspectives and program models

1. Behavioral/Environmental
2. Maturationist
3. Interactionist

D. Implications for the classroom

1. Content of curriculum, teacher's role, modes of instruction, program evaluation

VI. Early Childhood Education as a Profession

A. Characteristics of a profession - a sociological perspective

B. Nature of the early childhood educator's role and responsibilities

1. Gender considerations

C. The status of early childhood educators

D. Promoting professionalism

1. Developing an accepted nomenclature of job titles
2. Job training and certification
3. Licensing and regulations
4. Developing a code of ethics

E. Strategies for improving the image of early childhood educators

## EDUCATIONAL RESEARCH - DESIGN

**Description**

This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, utilizing resources, research design and methodology. Students develop a research proposal related to their own classroom or professional work environment and begin collecting data.

**Objectives**

1. To gain an understanding of the different kinds of educational research and the various approaches to scientific inquiry.

2. To understand the major concepts and become familiar with the terminology used in the design, analysis, and interpretation of educational research.

3. To design a research study that includes a problem statement, research question, literature review, and data collection procedures for a proposed field setting.

4. To gain experience using a variety of different methods of data collection in educational settings.

**Content**

I. The Nature and Characteristics of Educational Research

   A. What is the purpose of educational research?

      1. The difference in research between natural/physical sciences and the social sciences.
      2. Quantitative vs qualitative research
      3. What is a discipline? Where does education draw its research methodology?

   B. The Scientific Method

      1. Defining a problem
      2. Formulating hypothesis
      3. Developing techniques to obtain information - selecting a research design and methodology
      4. Collecting the data or information
      5. Analyzing the data
      6. Generating conclusions



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C. What is a theory?

1. The distinction between a "theory" in the natural and social sciences.
2. The functions of a theory
3. Models/paradigms for explaing theories

D. Broad categories of research

1. Basic research
2. Applied research
3. Action research
4. Evaluation research - formative, summative

E. Useful definitions

1. Concept (Construct)
2. Assumptions
3. Dependent and independent variables
    a. Demographic variables
    b. Confounding variables
    c. Control variables
4. Population/sample
    a. The distinction between variables and parameters
5. Data
6. Pilot study

II. Designing Classroom Research

A. Characteristics of good research

1. Balancing design principles with school realities

B. Formulating a research question

1. Writing up the problem and purpose statement

C. Grounding the research on relevant theory and conceptions

1. What is the theoretical rationale for the study
2. Interpreting and summarizing related research - writing up the review of the literature

D. Considering various research approaches - Methodology

1. Experimental and quasi-experimental
2. Ex post facto
3. Descriptive
   a. ethnographic
   b. case studies
   c. developmental (longitudinal and cross-sectional)
   d. correlational
   e. surveys

III. Data Collection and Measurement

A. Data collection procedures

1. Testing
2. Observation
3. Questionnaires/opinionnaires
4. Records
5. Interviews

B. Measurement issues

1. Standardization of tests
2. Achievement, aptitude, and attitude measures
3. Construction of questions
4. Operationalizing vs concretizing observations
5. Validity and reliability
6. Ethical concerns

## EARLY CHILDHOOD CURRICULUM

**Description**

This course is designed to acquaint students with the basic concepts and principles of the early childhood curriculum. Current research on different curricular models and teaching strategies are analyzed as they relate to developmentally appropriate experiences for children from birth through age eight. The special needs of bilingual, culturally disadvantaged, and learning-disabled students is included. Emphasis is given to the role of screening and assessment in curriculum planning and evaluating student outcomes. Includes opportunities for students to implement and evaluate different teaching methodologies and curricular models in their respective educational settings.

**Objectives**

1. To be able to compare and contrast different curriculum models.

2. To become familiar with research relating to different curricular approaches.

3. To be able to incorporate developmentally appropriate experiences in the areas of cognitive, language, affect, and motor development into a comprehensive curriculum plan.

4. To be able to plan developmentally appropriate curricular experiences for the special needs child.

5. To evaluate multicultural curriculum resources and materials for children from birth through eight years of age.

6. To evaluate the usefulness of different screening and readiness instruments and determine their appropriateness for different early childhood settings.

**Content**:

I. Analyzing and Evaluating Curriculum: Role and Function

   A. What is curriculum? Socio-political, historical, philosophical influences in curriculum development.

   B. A review of current curriculum models: The behaviorist, cognitive interactionist, psycho-social, and maturationist.

      1. Philosophical assumptions and values/rationale for model
      2. Supporting theories of learning and child development
      3. Empirical evidence relating to outcomes of approach



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C. The role of the teacher in designing/implementing curriculum: Facilitator, observer/evaluator, coordinator, parent liaison

D. Approaches to curriculum planning

1. Behavioral objective approach (skill or fact accumulation)
2. Thematic approach
3. Subject matter approach
4. High/Scope curriculum

II. Linking Curricular Objectives to Child Development Theory

A. Developmental milestones: Cognitive, language, social/emotional, motor/physical

B. Defining Goals and Curriculum Objectives

1. Consistent with developmental level of children
2. Consistent with theory of development and learning
3. Reflect values and philosophies of group to be served
4. Reflect the needs of culturally diverse children

C. Sequencing the curriculum

1. From concrete to abstract
2. From simple to complex
3. From teacher-directed to child-directed
4. From extrinsic rewards to intrinsic rewards
5. From self-awareness to understanding of the inter- relatedness of self to immediate group or community to cross-cultural awareness
6. From short teaching segments to longer fully-developed

D. Teaching to children's learning styles

1. Overview of learning styles research (Dunn and Dunn)

E. The special needs child

1. How does assessment of the child relate to the curriculum?
2. Is developmental diagnosis and correction the best focus?

III. Considerations in Implementing the Early Childhood Curriculum

A. Grouping

B. Scheduling: Daily (transitions); weekly; yearly



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C. The selection of appropriate curriculum materials

1. Socio-cultural, ethnic, and racial considerations
2. Sex-role socialization
3. Special needs children
4. The bilingual child
5. Building multicultural awareness
6. The computer as an instructional tool

D. The physical environment

1. Does the spatial arrangement support curricular objectives
2. Learning centers
3. The outdoor environment as a learning environment

E. Teaching strategies that support curricular goals

1. Models of teaching (Joyce, Dopyera)
2. Individualizing the curriculum
3. Questioning strategies that promote language and thought
4. Promoting cooperation and conflict resolution
5. Classroom management

F. Evaluating Curriculum Implementation

1. Utilizing effective record keeping systems
2. Responsiveness of plan to needs and interests of group
3. Evaluating outcomes

IV. Evaluating Children's Progress

A. Evaluating different developmental screening, readiness instruments, and achievement tests

1. Concepts and terms
2. Standardized instruments
3. Teacher-made instruments
4. Reliability and validity issues

B. Recordkeeping methods for reporting individual progress

C. Uses and abuses of standardized tests

D. Expanding conceptual frameworks for assessing children

1. Gardner's Theory of Multiple Intelligences

## CHILD, FAMILY, AND COMMUNITY

**Description**

This course presents an ecological model for studying family systems and different cultural patterns of childrearing. Examines some of the social, economic, and technological factors which impact upon the family. Evaluates existing family support services in the community with respect to day care, infant care, and programs for children with special needs. Alternative program models will be examined including employer-sponsored programs, resource and referral, and family day care homes. Field experiences are included for students to implement educational practices that strengthen the family-school partnership.

**Objectives**

1. To analyze the roles and functions of the family unit from a sociological perspective and how the function of the family has changed over the past century.

2. To evaluate how the changing role of the family influences child development, educational practice, and the provision of services.

3. To become knowledgeable about ways to strengthen communication between home and school including effective parent conferencing and parent involvement in the classroom.

4. To analyze the economic, social, and technological pressures impacting on the American family today and how parents and children can be helped in times of stress.
5. To evaluate existing family support services in the community for children with special needs.

6. To assess viability of alternative support models for families including employer-sponsored child care, information and referral, and home-based child care.

7. To apply parent involvement and parent conferencing skills in a variety of educational settings.

**Content**

I. The Changing Nature of the American Family

   A. Functions and roles of the traditional family

   B. The diversity of contemporary family patterns: blended families, single parents, co-custody families, homosexual parents

C. Social class and cultural differences in child rearing practices

D. Parent expectations for themselves and their children

1. The developmental stages of parenthood
2. Changing roles and perceptions of mothers

II. Home and School: Strengthening the Partnership

A. Overlapping roles and responsibilities between home and school

1. Sources of stress and tension - dealing with value conflicts

B. Helping parents become informed consumers of child care

C. Making a smooth transition from home to school

1. Research on separation with preschool/kindergarten children
2. Suggestions for reducing separation anxiety

D. Improving parent-school communication and collaborative planning

1. Parent involvement in decision-making
2. Using parents as resources in the classroom
3. Soliciting feedback from parents
4. Improving written communication through newsletters/handbooks

E. Conducting effective parent-teacher conferences

III. Reaching Out to Business an Industry

A. Rationale for employer sponsored child care

B. Costs, tax incentives, benefits/disadvantages for employer/employee

C. Corporate models for on-site services

D. Alternative corporate models: vouchers, referral services, flex-time

IV. The Role of Community Resource and Referral Agencies

A. Establishing interagency cooperation

B. Resources in the community for children with special needs

V. Children Under Stress

A. The hurried child syndrome

1. Tempering the push for early academics

B. The effects of divorce and separation

1. Research findings on gender and age differences
2. What the educator can do to ameliorate negative effects
3. Support sources for the single parent

C. The hospitalized child

1. Research on stages of grieving
2. Helping parents and child deal with illness and death

D. Child abuse and neglect

1. Indicators of abuse and neglect
2. Myths and stereotypes regarding child abuse
3. The administrator's role in prevention, detection, and intervention

VI. Children and the Media

A. The impact of children's television on on behavior, nutrition, family interaction patterns

1. Legislative efforts of Action for Children's Television

B. Children and computer technology

1. Computers as a tool, tutor, tutee
2. Preparing children for the technological future

VII. Cross-Cultural Perspective on Children and Family Services

A. How cultural values are translated into government policy

1. The division of responsibility between family and state

B. Models of child service in other countries - Israel, China, Japan, USSR, Cuba, Denmark, Sweden, England

## ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

### Description

An overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. Evaluates current licensing standards, laws, and regulations regarding health, safety, and nutrition. Examines the use of space and equipment in meeting program goals. Emphasis is given to the development of financial management skills and program evaluation skills as they relate to overall program quality. Includes opportunities for students to apply key administrative/ management concepts to practical experiences in the field.

### Objectives

1. To become familiar with DCFS licensing requirements and procedures for starting and early childhood center in the State of Illinois.

2. To become proficient in skills of budgeting and fiscal management of early childhood programs.

3. To be able to apply knowledge of young children's needs to designing and equipping indoor and outdoor learning environments.

4. To analyze program policies and procedures and understand the implications of such guidelines on admissions, enrollment, staffing, grouping practices.

5. To apply general concepts of management policy and processes to practical organizational problems.

6. To analyze the health, safety, and food service requirements of operating programs for young children.

7. To become proficient in evaluating program quality using NAEYC center accreditation guidelines.

### Content

I. Legal Considerations in Starting a School

   A. Importance of legal counsel/how to find good legal counsel

   B. How to determine what legal structure is best

1. Financial considerations and tax consequences
2. Restrictions imposed by funding sources
3. Location and housing of school
4. Extent of personal liability
5. Nature of the decision-making process
6. Ease of transfer or change of ownership

C. Advantages and disadvantages of different legal structures

1. Sole proprietorship
2. Partnership - general and limited
3. Franchise or profit making corporation
4. Not-for-profit corporation

D. Procedures for incorporating

1. 501(c)(3) Tax-exempt status

E. Selecting an appropriate name

F. Selecting a site

1. DCFS regulations regarding space
2. Zoning considerations
3. Building codes
4. Cost
5. Business/property taxes

G. Insurance

1. Evaluating needs
2. Types of coverage for program and property
3. Comparing coverage and cost

II. Licensing and Regulations Regarding Early Childhood Programs

A. Types of regulation

1. Safety and health regulation
2. Zoning
3. Fiscal regulation
4. Credentialing
5. Accreditation

B. Illinois DCFS licensing standards for day care centers

C. Programs exempt from DCFS licensing standards

III. Determining Program Policies

A. Program composition/size/program options/grouping/ages/ratio

B. Admissions and enrollment policies and procedures/school calendar

1. Payment of tuition and fees/scholarships/financial assistance

D. Children's program/curriculum, goals, methodology

E. Transportation/fieldtrips/arrival and dismissal

F. Records and reports

1. Illinois School Student Records Act (Article 50, The School Code of Illinois)
2. U. S. Family Education Rights & privacy Act of 1974.

IV. Spatial Considerations in Designing Learning Environments

A. The microgeography of the early childhood environment

B. Spatial awareness - the psychological impact of space: Density/crowding; size/shape; light; texture; sound; color; texture

C. The importance of spatial arrangement in achieving program goals

1. Space as it relates to the developmental needs of young children
2. Room arrangement as a teaching strategy for managing behavior
3. The organization and use of materials

D. Criteria for selecting equipment and materials

E. Spatial considerations for infants/toddlers, handicapped children

F. Coping with clutter - filing systems; organizing resources

V. Maintaining a Safe and Healthful Environment

A. Fire prevention procedures

B. First aid emergency procedures, forms

C. Screening tests for hearing, speech, and vision

D. Health forms and immunization records

E. Preventing the spread of contagious disease

F. DCFS requirements regarding health and safety

VI. Nutrition and Food Service

A. USDA Child Nutrition Program

B. DCFS nutritional requirements

C. Nutritional requirements - allergies and special diets

D. The effects of nutrition on learning and behavior

E. Well-balanced, economical menus for children

VII. Financial Management

A. The importance of sound fiscal practices

1. Understanding accountability
2. Meeting tax and other government obligations
3. Bonding insurance
4. Using CPAs or other financial consultants

B. Bookkeeping and accounting methods and terminology

1. Cash vs. accrual accounting
2. Fund or functional accounting
3. Income statements
4. Balance sheets

C. Starting up -- Initial costs in beginning a new program

1. Determining whether to purchase or rent
2. Considerations in renovating a building
3. Land purchase and site construction
4. Start up equipment and materials

D. The annual budget process



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VIII. Quality Considerations in Program Implementation

A. The relationship between laws, regulations and quality

B. Research findings -- What constitutes quality child care?

C. Criteria for high quality early childhood programs

1. Interactions among staff and children
2. Curriculum
3. Staff-parent interactions
4. Staff qualifications and development
5. Administration/leadership
6. Staffing patterns
7. Physical environment
8. Health and safety
9. Nutrition and food service
10. Program evaluation

D. NAEYC's Center Accreditation Project guidelines

IX. Computer-Assisted Administration

A. Word processing, data management, spreadsheets for budget analysis

X. Providing for the Children with Special Needs

A. The administrator's role in diagnosing learning disabilities

1. What are the indicators of developmental problems
2. Reliability/validity of diagnostic tools
3. The effect of labels: Stereotyping, stigmatizing, effects

B. Implementing P.L. 94-142 and P.L. 99-452

1. Planning programs for children with learning/behavioral disorders
2. Obstacles to mainstreaming

C. Administrating programs for gifted children

D. Community resources and services for children with special needs

## FUNDAMENTALS OF PUBLIC RELATIONS AND GRANTSWRITING

**Description**

This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fundraising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grantswriting skills in their respective roles in different educational organizations.

**Objectives**

1. To understand of the importance of public relations and its impact on program success.

2. To assess strategies for effectively utilizing board of directors, program staff, and the parents of students in public relations and fundraising endeavors.

3. To develop skill at the graphic art techniques involved in compiling handbooks, brochures, flyers, and other promotional material to publicize early childhood programs.

4. To evaluate potential funding sources and the steps involved in writing a grant proposal.

5. To understand the importance of ongoing program evaluation for defining appropriate short-range and long-range organizational goals.

6. To learn skills for analyzing organizational needs, and evaluating efffectiveness of services provided.

7. To apply knowledge of public relations, fundraising, and grants- writing to practical situations in a variety of educational settings.

**Content**

I. Public Relations and Publicizing Programs

   A. The importance of a positive public image

   B. Public relations vs. publicity

   C. Applying marketing techniques to early childhood programs

1. How to "sell" a program to others -- prospective clients, other organizations, government agencies
2. Cost-benefit analysis of various marketing strategies

D. Using the media

1. Writing a press release for television, radio, newpaper
2. Other sources of spreading the word - yellow pages, newsletters

E. Developing effective promotional materials

1. Graphic art techniques for compiling parent handbooks, brochures, flyers, and promotional literature
2. Computer graphics and desktop publishing

II. Fundraising as an Ongoing Process

A. Developing short-range and long-range fundraising goals

B. The importance of ongoing needs assessment and program evaluation

1. How to conduct a needs assessment

C. Developing fundraising formats appropriate to early childhood programs

D. Utilizing board of directors, parents, and staff in fundraising efforts

III. The Fundamentals of Proposal Writing

A. Pre-proposal activities

1. Sources of grant dollars - government, foundations, corporations
2. Writing a letter of inquiry
3. Structuring organization for grant success
4. Developing grant winning ideas
5. Determining fundability
6. Researching the field and pinpointing prospects

B. Writing the Proposal

1. Dealing effectively with initial contact
2. Writing an individually tailored proposal
3. Components of an effective proposal
4. Submitting the proposal

C. Follow-up activities

## SOCIAL POLICIES AND ADVOCACY IN EARLY CHILDHOOD EDUCATION

### Description

This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students will evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children's issues. Emphasis will be on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level.

### Objectives

1. To analyze current social and public policy issues which affect the education, health, and well-being of young children.

2. To develop advocacy skills such as writing letters, meeting with decision-makers, forming coalitions, debating issues, and informing the public.

3. To analyze the legislative process involved in shaping policy which affects young children and their families by attending public hearings, legislative sessions, and advocacy conferences.

4. To develop strategies for establishing interagency cooperation to effect change.

5. To apply child advocacy skills in a variety of educational settings.

### Content

I. The Economics of Child Care: Cost, Needs, Issues

   A. Political, economic, and social outlook for child care for the next decade

   B. Child care as cost-beneficial, cost efficient, and cost-effective

II. A Model for Analyzing Social Policies

   A. Analyzing the problem situation

   B. Specifying the analysis criteria

   C. Generating alternative strategies

D. Synthesizing information to select policy alternatives

E. Examining feasibility of policy

III. How Social Science Research Influences Policy

A. Case studies:

1. Spitz's research on effects of institutional care on infant development
2. Clark & Clark study on racial differentiation in preschool children
3. Westinghouse-Ohio University evaluation of Head Start
4. Ypsalanti study on the longitudinal effects of preschool

B. Directions for future research

IV. Developing A National Policy for Children

A. The needs and rights of children - The Childrens' Bill of Rights

B. Forces in policy development

1. The persuasiveness of economic vs. social arguments

C. Internal constraints to child and family policy

D. External constraints to child and family policy

E. Immediate and long-term goals for national policy

1. Health and health care for children
2. Adequacy of substitute care
3. Childrn at risk - low income

F. How national policy translates to state and local action

1. The delivery of social services
2. Block grants and different forms of funding

V. Lobbying for Change

A. Child advocacy; A professional responsibility

1. Finding time and other realities of life

B. The legislative/budget process - state and federal

1. Miller's Select Committee on Children
2. Key legislators for childrens' rights

C. Federal and state legislation pending

1. The future of Title XX, Head Start, the Child Care Food Program
2. Target lobbying and writing a position statement on specific issues

D. Child advocacy organizations - issues and activities

1. Children's Defense Fund
2. Day Care Action Council
3. Child Care Action Campaign
4. Child Care Law Center
5. Child Care Resource and Referral Network
6. National Association for the Education of Young Children
7. Family Resource Coalition

E. Strategies for developing effective community partnerships

VI. Current Public and Social Policy Issues

A. State/local kindergarten admissions policies

B. State/local guidelines for retention/promotion

C. State/local policies regarding half-day/full-day kindergarten

D. Federal assistance for employer-supported child care initiatives

E. Preschool programs in the public schools

F. Laws Relating to Child Abuse and Neglect

1. Abused and Neglected Child Reporting Act
2. Administrators'/teachers' responsiblity in suspected cases

G. Laws Relating to Children with Special Needs

1. P.L. 94-142, P.L. 99-452
2. Section 504 of the Rehabilitation Act of 1973

## EDUCATIONAL RESEARCH -- APPLICATION

**Description**

Culmination of the field research project. This course provides the student with the research tools needed to organize, analyze, and present qualitative and quantitative data, including descriptive and inferential statistics. Implications of educational research for professional practice in different educational settings is an integral focus of this course.

**Objectives**

1. To understand and be able to calculate measures of central tendency.
2. To understand and be able to calculate measures of variability.
3. To understand and be able to apply concepts pertaining to the normal distribution.
4. To understand and be able to perform correlational analyses.
5. To understand and be able to perform a t-test and a Chi-square test.
6. To understand the type of statistical procedures, descriptive or inferential, appropriate for his/her research study.
7. To become familiar with procedures for organizing and summarizing data.
8. To become familiar with procedures for summarizing qualitative data.

**Content**

I. Measures of Central Tendency

- A. Mean
- B. Mode
- C. Median

II. Measures of Variability

- A. Range
- B. Variance

C. Standard Deviation

III. The Normal Curve

A. Characteristics

B. Standard Scores

C. Stanines

D. Percentiles

IV. Scaling and Graphing Data

A. Types of Scales

B. Representing Data Graphically

C. Constructing Frequency Polygons with own Data

D. Applying Descriptive Statistics on Own Data

V. Correlations

A. Relationships between Variables

B. Scattergrams

C. Calculating Correlation Coefficients

D. Interpretation and Inference

VI. The t-test

A. Components

B. Hypotheses

C. Significance Level

D. Degrees of Freedom

E. Calculation

1. Two equal groups
2. Pre-post same group

F. Interpretation and Inference

VII. Chi-Square

A. Parametric vs. Non-parametric Tests

B. Components

C. Calculation

D. Interpretation and Inference

VIII. Organizing and Summarizing Data

A. Frequency tables, histograms, and other means of presenting data

B. Summarize qualitative data from naturalistic observations and case studies.

# NATIONAL-LOUIS UNIVERSITY

Certificate of Completion
awarded to

## *Joan Johnson*

## Head Start Leadership Training Program

*December 18, 1990*

Project Director

Core Instructor

Research Instructor

*Advisory Board*

Joan Britz
Marjorie Doolan
Kevin Hannaway
Lynda Hazen
Carole Hillman
Colleen Mendel
Jean Murphy
Minnie Murphy
Robert Siegel
Mary McNamara-Gerlik
Roger Neugebauer
Cheryl Scallon
Carole Ziegler

APPENDIX D
Certificate of Completion

# APPENDIX E
## Evaluation Instruments

Individual code _____

## TRAINING NEEDS ASSESSMENT

**BACKGROUND INFORMATION**

1. Age: _____

2. Sex: male_____ female_____

3. What is the highest educational level you have completed?

| | |
|---|---|
| _____ High School Diploma | _____ Some graduate work |
| _____ Some college | _____ Master's Degree (MA/MS) |
| _____ Associate of Arts Degree (AA) | _____ Post Master's work |
| _____ Bachelor's Degree (BA/BS) | _____ Doctorate (Ed.D/Ph.D) |

4. **Early Childhood Training:** Indicate the total amount of college level credit you have completed in early childhood education or childhood development.

_____ semester hours credit in early childhood/child development – infant/toddler, preschool
_____ semester hours credit in early childhood – kindergarten, 1st, 2nd, 3rd.

5. **Administrative Training:** Indicate the total amount of college level credit you have completed in coursework related to early childhood administration or management.

_____ semester hours credit in early childhood administration/management

6. **In-service Training:** Indicate the total number of hours you have completed in non-credit in-service training related to early childhood education or program administration **in the past 3 years.**

_____ hours in-service training in early childhood/child development:
_____ hours in-service training in program administration/management:

7. **Certificates/Credentials:** (Check all that you have)

_____CDA Credential _____ Early Childhood Teaching Certificate (Type 02, 04)

_____Elementary Certificate (Type 03) _____ other: Specify _____

8. How long have you worked in early childhood? _____years _____months

9. How long have you worked in your current position? _____years _____months

## KNOWLEDGE AND SKILL AREAS

Below is a list of knowledge and skill areas that have been identified as potentially important in early childhood leadership.

First, to the left of each statement, indicate on a scale of 1 (not important at all) to 5 (very important) how essential knowledge or skill in this area is to you in your present position or any future position you might aspire to.

Then, to the right of each statement, indicate on a scale of 1 to 5 your present level of knowledge or skill in this area. (1 = you have no knowledge or skill in this area, 5 = you feel extremely competent and knowledgeable in this area.)

| *How important is this area* 1 2 3 4 5 | KNOWLEDGE AND SKILL AREAS | *Present level of knowledge* 1 2 3 4 5 |
|---|---|---|
| _ _ _ _ _ | Knowledge of oneself as a growing professional and how that professional identity translates into a code of ethical behavior and professional responsibility. | _ _ _ _ _ |
| _ _ _ _ _ | Group participant and observer skills and proficiency in communication techniques including active listening, and giving and receiving feedback. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of one's learning/ teaching style and how to apply/adapt that style as situationally appropriate. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to use a variety of individual and organizational strategies to reduce job stress and burnout. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of major theories and current research in social-emotional, learning and cognitive, perceptual and language, and physical-motor development of children. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of the historical and theoretical bases for early childhood programs. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to articulate a personal philosophy of education. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in observing and recording young children's behavior. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of the types, purposes, and appropriateness of child development assessment procedures and instruments. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in program planning for children from diverse cultures and family backgrounds, including children with special needs. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in evaluating learning environments and outcomes of different curricular models as they relate to NAEYC center accreditation standards for high quality programming. | _ _ _ _ _ |

| | | |
|---|---|---|
| _ _ _ _ _ | Knowledge of how to design and equip indoor and outdoor learning environments to meet young children's developmental needs. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to develop a set of personnel policies to guide administrative practices in the recruitment, hiring, training, and evaluation of personnel. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of relevant theories and concepts of organizational climate, leadership, and group dynamics and how to apply these concepts to ones' own work setting as situationally appropriate. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to apply research in the area of adult learning, job satisfaction, and motivation theory in the supervision of staff. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of licensing requirements and procedures for starting an early childhood program. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in budgeting and the fiscal management of early childhood programs. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of the legal aspects of administering child and family service programs. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge about the diversity of family service and child care delivery systems. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of the social and cultural traditions of different types of families. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in using oral and written communication to deliver professional information to diverse audiences. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in evaluating existing family support services in the community. | _ _ _ _ _ |
| _ _ _ _ _ | Skill in evaluating potential funding sources and writing a grant proposal. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to analyze social and public policy issues which affect the education, health, and well-being of young children. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of the legislative process and how to advocate for young children. | _ _ _ _ _ |
| _ _ _ _ _ | Knowledge of different research design techniques and statistical concepts. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to critique early childhood research. | _ _ _ _ _ |
| _ _ _ _ _ | Ability to design and implement a research study that builds on previous research in early childhood education. | _ _ _ _ _ |

Please indicate in the space below any additional knowledge or skill areas that you feel are essential to your role and were not included on the previous list.

In what areas of early childhood program leadership do you feel you would benefit from additional training? Be as specific as possible.

Describe your present position (number of employees you supervise, number of children enrolled, number of classrooms, sites, major responsibilities).

Describe your career plans.

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# HEAD START LEADERSHIP TRAINING

Program Evaluation

1. How have you grown professionally from participating in this program?

2. What do you consider to be the greatest strengths of this program?

3. What recommendations do you have for refining and improving this program?

4. On a scale of 1 (disappointed) to 5 (very satisfied), rate your overall satisfation with the Head Start Leadership Training Program.

| *disappointed* | | *satisfied* | | *very satisfied* |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

5. Listed below are some of the topics covered in the Head Start Leadership Training Program. Put an **X** next to those topics that you feel have helped you the most in your work. Put an **O** next to those topics you feel you would have liked to have learned more about. Add any additional topics you feel should be included in the program.

___ leadership styles
___ organizatinal climate
___ program evaluation/quality issues
___ staff supervision
___ group dynamics
___ personality types/learning styles
___ stress management/time management
___ growth and development of children
___ curriculum design/implementation
___ arrangement of space and materials
___ menu planning
___ record keeping
___ licensing/regulations
___ proposal writing/fundraising
___ financial management
___ legal issues -- child abuse
___ social policy and advocacy
___ parent/community relations
___ prof organizations/resources
___ marketing/public relations

National-Louis University
NLU
EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT
2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

## Early Childhood Work Environment Survey

Dear Early Childhood Worker:

This survey is designed to find out how you and others feel about your early childhood center as a place to work. This questionnaire provides you with an opportunity to express your feelings and opinions concerning various center policies and practices. It includes questions regarding general work conditions, staff relations, supervisor support, pay and promotion opportunities, and the physical setting. The questionnaire should take about 20 minutes to complete. The success of this survey depends on your candid and honest responses.

Please know that your answers to these questions are completely confidential. When you have completed the questionnaire, put it in the attached plain envelope, seal it, and give it to your staff representative. This individual will then mail the surveys to the Professional Development Project for the data analysis. In approximately six to eight weeks your center will receive a center profile. This profile will report a summary of the group results along several dimensions. An individual's responses to the survey will not be identified. Results will be reported as group averages that assure anonymity. From this profile, your staff will be able to systematically determine group perceptions of program strengths as well as identify areas that may need improvement.

Thank you for your cooperation and assistance. I hope you find this survey both interesting and useful.

Cordially,

Paula Jorde-Bloom

Paula Jorde-Bloom, Ph.D.
Project Director



## Background Information

Sex: ☐ Male ☐ Female

Age: _____ Years

What is the highest educational level you have completed?

- ☐ High School or GED equivalent
- ☐ Some college
- ☐ Associate Degree (AA)
- ☐ Bachelor's Degree (BA/BS)
- ☐ Some graduate work
- ☐ Master's Degree (MA/MS)
- ☐ Post Master's work
- ☐ Doctorate (Ed.D/Ph.D)

How long have you worked in the field of early childhood?

_____ Years _____ Months

How long have you worked for your present employer?

_____ Years _____ Months

Indicate the category that most nearly describes your present employment?

- ☐ employed full-time (more than 35 hours per week)
- ☐ employed part-time (20 to 35 hours per week)
- ☐ employed part-time (10 to 19 hours per week)

How many months of the year are you employed in your position?

- ☐ year around (12 months)
- ☐ school year only (9 or 10 months)
- ☐ less than 9 months

Check the job title that most nearly describes your role in your organization. If you have a dual role, what position do you spend *more* time doing?

- ☐ teacher's aide
- ☐ assistant teacher
- ☐ classroom teacher
- ☐ head teacher
- ☐ assistant director
- ☐ director or supervisor
- ☐ secretary, cook, maintenance
- ☐ board member

Which of the following salary ranges is nearest to the total income you can expect from your job this year?

- ☐ under $5,000
- ☐ 5,000-7,999
- ☐ 8,000-10,999
- ☐ 11,000-13,999
- ☐ 14,000-16,999
- ☐ 17,000-19,999
- ☐ 20,000-22,999
- ☐ 23,000-25,999
- ☐ 26,000 or more

# Work Attitudes

Check *all* that describe how you feel about your organization:

- ☐ I intend to work here at least two more years
- ☐ I often think of quitting
- ☐ I'm just putting in time
- ☐ I take pride in my center
- ☐ I put a lot of extra effort into my work
- ☐ I feel very committed to this center
- ☐ I don't care what happens to this place after I leave
- ☐ It would be difficult for me to find another job as good as this one
- ☐ It's hard to feel committed to this place
- ☐ I sometimes feel trapped in this job

If you could design the ideal job, how close would your present position resemble your ideal work environment with respect to the following? (check 1-5)

| | not like my ideal at all | | somewhat resembles my ideal | | is my ideal |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| relationship with your co-workers | ☐ | ☐ | ☐ | ☐ | ☐ |
| opportunities to learn and grow | ☐ | ☐ | ☐ | ☐ | ☐ |
| relationship with your supervisor | ☐ | ☐ | ☐ | ☐ | ☐ |
| clarity in roles and responsibilities | ☐ | ☐ | ☐ | ☐ | ☐ |
| fairness of pay and promotion opportunities | ☐ | ☐ | ☐ | ☐ | ☐ |
| decision-making structure of the center | ☐ | ☐ | ☐ | ☐ | ☐ |
| agreement among staff on goals and objectives | ☐ | ☐ | ☐ | ☐ | ☐ |
| task orientation, program efficiency | ☐ | ☐ | ☐ | ☐ | ☐ |
| equipment, materials, and the physical setting | ☐ | ☐ | ☐ | ☐ | ☐ |
| innovativeness and creative problem solving | ☐ | ☐ | ☐ | ☐ | ☐ |

Different people want and expect different things from their work. How important is each of the following to you? (check 1-5)

| How important is... | not important | | important | | very important |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| collegiality, co-worker relations | ☐ | ☐ | ☐ | ☐ | ☐ |
| opportunities for professional growth | ☐ | ☐ | ☐ | ☐ | ☐ |
| support and feedback from supervisor | ☐ | ☐ | ☐ | ☐ | ☐ |
| clarity in policies and procedures | ☐ | ☐ | ☐ | ☐ | ☐ |
| equitable pay, benefits, promotions | ☐ | ☐ | ☐ | ☐ | ☐ |
| involvement in decision making | ☐ | ☐ | ☐ | ☐ | ☐ |
| consensus on program goals, objectives | ☐ | ☐ | ☐ | ☐ | ☐ |
| accomplishing work in efficient manner | ☐ | ☐ | ☐ | ☐ | ☐ |
| physical setting, sufficient materials | ☐ | ☐ | ☐ | ☐ | ☐ |
| innovativeness and creative expression | ☐ | ☐ | ☐ | ☐ | ☐ |



# Organizational Climate

Please answer the questions in this section with respect to the overall conditions in your center as they are *most of the time*.

Check *all* that describe the overall staff relations in your center most of the time:

- ☐ cooperative and friendly
- ☐ competitive
- ☐ people are reluctant to express their feelings
- ☐ teachers are very helpful to new staff
- ☐ good team spirit
- ☐ staff are generally frank and candid
- ☐ morale is low
- ☐ people socialize outside of work
- ☐ people feel isolated
- ☐ people complain a lot

Check *all* that apply. Does your organization...

- ☐ provide on-site staff development workshops?
- ☐ encourage staff to share resources with each other?
- ☐ provide released time to attend conferences?
- ☐ provide released time to visit other schools?
- ☐ provide tuition reimbursement to take college courses?
- ☐ provide guidance for professional advancement?
- ☐ have a library of professional books for staff to use?
- ☐ subscribe to several educational journals and magazines?
- ☐ implement a career ladder for professional advancement?
- ☐ encourage staff to learn new skills and competencies?

Check *all* that characterize the supervision given in your center most of the time:

- ☐ provides support and helpful feedback regularly
- ☐ hard to please
- ☐ incompetent
- ☐ conducts fair evaluations of staff
- ☐ too critical
- ☐ sets high but realistic standards
- ☐ delegates too much
- ☐ compliments and praises staff
- ☐ talks down to staff
- ☐ very knowledgeable

Check *all* that apply. Does your organization

- ☐ distribute a parents' handbook detailing policies and procedures?
- ☐ have a staff manual outlining staff policies?
- ☐ provide written contracts for employees?
- ☐ have written job descriptions for each position?
- ☐ distribute a monthly newsletter to parents?

Check *all* that characterize your center most of the time:

- ☐ written communication is clear
- ☐ there are seldom conflicting demands made on staff
- ☐ policies and procedures are well-defined
- ☐ rules are consistent
- ☐ staff are well-informed

Check *all* that describe the pay and promotion system at your center:

- ☐ promotions are not handled fairly
- ☐ salaries are fair considering the center's income
- ☐ fringe benefits are equitably distributed
- ☐ some people are paid more than they are worth
- ☐ raises are based on favoritism
- ☐ pay is distributed fairly
- ☐ pay is fair compared to what other centers pay
- ☐ this place is a revolving door, no job security
- ☐ people are taken advantage of
- ☐ chances for promotion are good

Check *all* that describe how decisions are made at your center most of the time:

- ☐ people are encouraged to be self-sufficient in making decisions
- ☐ the director likes to make most of the decisions
- ☐ people don't feel free to express their opinions
- ☐ everyone provides input on the content of staff meeting
- ☐ conformity is the name of the game here
- ☐ there are scheduled staff meetings at least twice a month
- ☐ people provide input but decisions have already been made
- ☐ teachers make decisions about things that directly affect them
- ☐ teachers are seldom asked their opinion on issues
- ☐ the director values everyone's input in major decisions



Listed below are some common organizational decisions and actions. How much influence does the teaching staff *currently have* in each of the areas below:

| | very little influence | some influence | considerable influence |
|---|---|---|---|
| Ordering materials/supplies | [ ] | [ ] | [ ] |
| Interviewing/hiring new staff | [ ] | [ ] | [ ] |
| Determining program objectives | [ ] | [ ] | [ ] |
| Training new aides/teachers | [ ] | [ ] | [ ] |
| Planning daily schedule of activities | [ ] | [ ] | [ ] |

How much influence do you think the teaching staff *would like to have* in each of these areas:

| | very little influence | some influence | considerable influence |
|---|---|---|---|
| Ordering materials/supplies | [ ] | [ ] | [ ] |
| Interviewing/hiring new staff | [ ] | [ ] | [ ] |
| Determining program objectives | [ ] | [ ] | [ ] |
| Training new aides/teachers | [ ] | [ ] | [ ] |
| Planning daily schedule of activities | [ ] | [ ] | [ ] |

Check *all* that apply with respect to the goals of your program:

- [ ] goals are left vague
- [ ] everyone agrees on program goals
- [ ] people know how to compromise
- [ ] center does not have a written philosophy
- [ ] staff share a common vision of what the center should be like
- [ ] the staff seldom talk about educational objectives
- [ ] staff are committed to program goals
- [ ] staff are not unified in their philosophy
- [ ] people disagree on what should be taught to children
- [ ] program has well-defined educational objectives

Check *all* that describe the way things get done at your center most of the time:

- [ ] meetings are a waste of time
- [ ] this place is run very efficiently
- [ ] people get the job done
- [ ] time is wasted
- [ ] deadlines are missed regularly
- [ ] things rarely get put off
- [ ] employees work hard
- [ ] people come to work late
- [ ] people procrastinate often
- [ ] meetings are productive

Check *all* that apply to the physical environment of your center:

- ☐ well-arranged use of space
- ☐ cramped and crowded conditions
- ☐ seems either too hot or too cold
- ☐ neat, tidy, and safe
- ☐ decorations are drab
- ☐ teachers have a place to store personal belongings
- ☐ classroom noise disrupts office business
- ☐ there are sufficient supplies and materials
- ☐ the building needs major repairs
- ☐ storage space is well-organized

Check *all* that describe your organization as a whole:

- ☐ emphasizes creativity
- ☐ not very innovative
- ☐ quite traditional
- ☐ implements needed changes
- ☐ encourages diverse opinions
- ☐ regularly looks at new educational approaches
- ☐ things stay pretty much the same
- ☐ new ideas tried out
- ☐ people avoid taking risks at all costs
- ☐ problems go unsolved

Rank order the following program objectives according to their importance at your center during the next year. Put a "1" by the most important, a "2" by the next most important and so on until you get to "6" for the least important. Each objective must only have *one* number next to it.

____ to help children develop language and problem solving skills

____ to help children build strong friendships and learn to share

____ to help children master concepts needed for reading and arithmetic

____ to help children develop skill and independence in caring for themselves

____ to help children develop physical coordination

____ to help children develop a healthy self-esteem and positive self-concept



How long did it take you to complete this survey? _____minutes

We appreciate your cooperation in taking the time to answer the questions in this survey. If you have any additional comments you would like to add, feel free to do so in the space below. Again, thank you.

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NLU EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 Sheridan Road, Evanston, IL 60201

## EARLY CHILDHOOD JOB SATISFACTION SURVEY

Dear Early Childhood Worker:

Thank you for agreeing to participate in this research on job satisfaction. This survey is designed to find out how you feel about your particular job. The questions included on the following pages provide you with an opportunity to express your feelings and opinions concerning various aspects of your work. The survey includes questions regarding co-worker and supervisor relations, general working conditions, and pay and promotion opportunities.

Please know that your answers to these questions are completely confidential. The success of this survey depends on your candid and honest responses. When you have completed the questionnaire, please put it in the attached plain envelope, seal it, and give it to your staff representative. This individual will then mail the survey to the Early Childhood Professional Development Project for data analysis.

Thank you for your cooperation and assistance.

Cordially,

Paula Jorde-Bloom

Paula Jorde-Bloom, Ph.D.
Project Director



National-Louis University

## Background Information

Sex: _____ male _____ female Age: _____ years

What is the highest educational level you have completed?

_____ High school diploma
_____ Some college
_____ Associate Degree (AA)
_____ Bachelor's Degree (BA/BS)
_____ Some graduate work
_____ Master's Degree (MA/MS)
_____ Post Master's work
_____ Doctorate (Ed.D/Ph.D.)

Indicate area of concentration for each degree _____

If you hold any teaching certificates or credentials, indicate type and level for each

_____

How long have you worked in the field of early childhood? ____ years ____ months

How long have you worked for your present employer? ____ years ____ months

Indicate the category that most nearly describes your present employment?

_____ employed full-time (more than 35 hours per week)
_____ employed part-time (20 to 35 hours per week)
_____ employed part-time (10 to 19 hours per week)

Check the job title that most nearly describes your role in your organization. If you have a dual role, what position do you spend more time doing?

_____ teacher's aide
_____ assistant teacher
_____ classroom teacher
_____ head teacher
_____ assistant director
_____ director or supervisor
_____ secretary, cook, janitor
_____ board member

If you are an aide or teacher, indicate the age level of the children you work with?

_____ infants (birth to 1 year old)
_____ toddlers (2 year olds)
_____ preschool (3 and 4 year olds)
_____ kindergarten
_____ 1st, 2nd, 3rd graders
_____ other: _____

Indicate the salary range for your job this year:

___ under $5,000
___ 5,000-7,999
___ 8,000-10,999
___ 11,000-13,999
___ 14,000-16,999
___ 17,000-19,999
___ 20,000-22,999
___ 23,000-25,999
___ 26,000 or more

This salary is for: ____ 9 1/2 months, ____ 12 months, other: _____

Indicate the following fringe benefits you receive:

_____ partial or fully-paid health insurance
_____ partial or fully-paid dental insurance
_____ paid maternity or paternity leave
_____ retirement or pension plan
_____ reduced tuition for your child
_____ paid sick days
_____ paid vacation leave
_____ paid holidays
_____ life insurance
_____ breakfast or lunch

Did you enroll in any college courses for credit last year? _____ no _____ yes

Are you working toward a degree or CDA credential? _____ no _____ yes

Do you consider your work: _____ "just a job" or _____ "a career"

On the average, how many hours per week do you spend over and above what you are paid for in activities related to early childhood education? _____ hours

What professional organizations do you currently pay dues to?

_____ _____

What professional journals / magazines do you subscribe to or read regularly?

_____ _____

How many professional books did you read last year?

_____ none _____ 1-3 _____ 4 or more

How many advocacy letters to elected representatives or to the editor of your local newspaper have you written during the past year?

_____ none _____ 1 _____ 2 or more

How many professional conferences/workshops did you attend last year?

_____ none _____ 1-3 _____ 4 or more

Have you given any workshops or lectures to professional groups during the past year (not counting your own staff)?

_____ none _____ 1 _____ 2 or more

Have you published any articles or books on early childhood education?

Title/publisher _____

Do you expect to be working in the field of early childhood three years from now?

_____ no _____ yes If no, why? _____



## Work Attitudes

Please answer the following questions with respect to your own position.

Check all that describe how you feel about your relationship with your co-workers:

_____ my colleagues care about me
_____ I enjoy their company
_____ they share personal concerns with me
_____ my colleagues are hard to get to know
_____ they are critical of my performance
_____ I feel I can't trust them
_____ they are not very helpful
_____ they share ideas and resources
_____ they are competitive
_____ they encourage and support me

Check all that describe how you feel about your relationship with your supervisor(s) -- the person or people to whom you are directly accountable:

_____ respects my work
_____ is too busy to know how I'm doing
_____ supervises me too closely
_____ gives me helpful feedback
_____ asks for my opinion
_____ is tactful
_____ not very dependable
_____ encourages me to try new ideas
_____ makes me feel inadequate
_____ is unpredictable

Check all that describe how you feel about your particular job:

_____ I have control over most things that directly affect my satisfaction
_____ the work I do is stimulating and challenging
_____ is respected by the parents of my students
_____ too much paperwork and record keeping
_____ not enough variety
_____ not very creative
_____ too little time to do all there is to do
_____ makes an important difference in my students' lives
_____ does not match my training and skills
_____ gives a sense of accomplishment

Check all that describe how you feel about your working conditions:

_____ my work schedule is flexible
_____ the teacher/child ratio is adequate
_____ I always know where to find the things I need
_____ I feel too cramped
_____ I need some new equipment and materials to do my job well
_____ the decor is drab
_____ meets my standards of cleanliness
_____ I can't find a place to carry on a private conversation
_____ too noisy
_____ school policies and procedures are clear

Check all that apply to your pay and promotion opportunities:

_____ my pay is adequate
_____ my pay is fair considering my background and skills
_____ my pay is fair considering what my co-workers make
_____ I'm in a deadend job
_____ my fringe benefits are inadequate
_____ I could be replaced tomorrow
_____ I have enough time off for holidays and vacations
_____ I'm being paid less than I deserve
_____ opportunities for me to advance are limited
_____ I expect to receive a raise during the next year

Check all that describe how you feel about your school or child care center:

_____ I intend to work here at least two more years
_____ I often think of quitting
_____ I'm just putting in time
_____ I take pride in my school/center
_____ I feel very committed to this place
_____ I put a lot of extra effort into my work
_____ I don't really care what happens to this place after I leave
_____ it would be difficult for me to find another job as good as this one
_____ it's hard to feel committed to this place
_____ I sometimes feel trapped in this job

If you could design your ideal job, how close would your present position resemble your ideal job with respect to the following:

| | not like my ideal at all | | somewhat resembles my ideal | | is my ideal |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| relationship with co-workers | ____ | ____ | ____ | ____ | ____ |
| relationship with supervisor | ____ | ____ | ____ | ____ | ____ |
| the work itself | ____ | ____ | ____ | ____ | ____ |
| working conditions | ____ | ____ | ____ | ____ | ____ |
| pay and promotion opportunities | ____ | ____ | ____ | ____ | ____ |



What are the two most satisfying things about your present job?

_____ _____

What are the two most frustrating things about your present job?

_____ _____

Listed below are some common organizational decisions and actions. How much influence do you currently have in each of these areas :

| | very little influence | some influence | considerable influence |
|---|---|---|---|
| Ordering materials and supplies | ____ | ____ | ____ |
| Interviewing/hiring new staff | ____ | ____ | ____ |
| Determining program objectives | ____ | ____ | ____ |
| Training new aides/teachers | ____ | ____ | ____ |
| Planning and scheduling activities | ____ | ____ | ____ |

How much influence would you like to have in each of the areas below:

| | very little influence | some influence | considerable influence |
|---|---|---|---|
| Ordering materials and supplies | ____ | ____ | ____ |
| Interviewing/hiring new staff | ____ | ____ | ____ |
| Determining program objectives | ____ | ____ | ____ |
| Training new aides/teachers | ____ | ____ | ____ |
| Planning and scheduling activities | ____ | ____ | ____ |

If you could do it all over again would you choose a career in early childhood education?

____ yes ____ no Why? _____

I appreciate your cooperation in taking the time to answer the questions on this survey. If you have any additional comments you would like to add, feel free to do so in the space below. Again, thank you.

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## Early Childhood Work Environment Survey

*(Short Form)*

This survey is designed to find out how you feel about this early childhood center as a place to work. The success of this survey depends on your candid and honest responses. Please know that your answers to these questions are completely confidential. When you have completed the questionnaire, put it in the attached plain envelope, seal it, and give it to your staff representative. Indicate in the space provided the numeral (0 - 5) which most accurately describes how you feel about each statement.

| *never* | *seldom* | *sometimes* | *somewhat regularly* | *frequently* | *always* |
|---|---|---|---|---|---|
| *0* | *1* | *2* | *3* | *4* | *5* |

_____ Staff are friendly and trust one another.

_____ Morale is high. There is a good team spirit.

_____ Staff are encouraged to learn new skills and competencies.

_____ Center provides guidance for professional advancement.

_____ Supervisor(s) are knowledgeable and competent.

_____ Supervisor(s) provide helpful feedback.

_____ Communication regarding policies and procedures is clear.

_____ Job responsibilities are well-defined.

_____ Salaries and fringe benefits are distributed equitably.

_____ Promotions are handled fairly.

_____ Teachers help make decisions about things that directly affect them.

_____ People feel free to express their opinions.

_____ Staff agree on school philosophy and educational objectives.

_____ Staff share a common vision of what the center should be like.

_____ The program is well planned and efficiently run.

_____ Meetings are productive. Time is not wasted.

_____ The work environment is attractive and well-organized.

_____ There is sufficient equipment and supplies for staff to do their jobs.

_____ Staff are encouraged to be creative and innovative in their work.

_____ The center implements changes as needed.

What three words describe the climate of this center as a place to work?

What do you perceive to be the greatest strengths of this center?

What areas do you feel could use some improvement?

*Thank you!*

# APPENDIX F
# Training Needs Assessment - Participant Responses

## NEEDS ASSESSMENT - PARTICIPANT RESPONSES

**In what areas of early childhood program leadership do you feel would benefit from additional training?**

03 Learning more about early childhood legislation, assessments (individual and classroom), research.

04 Group dynamics

05 Research and implications to the learning process specially given the diverse populations that are being mis-educated by our current school system. Building partnerships with families, schools and private sector on behalf of education and economic self-sufficiency for families.

07 Administration/management

08 Review and recall child development and theories in early childhood education and development. Background information needed if I would ever want to be a coordinator or director such as legal matters, budgeting, proposals.

09 I would benefit from learning how to evaluate staff and keeping in perspective staff's ability as individuals.

11 I feel I would benefit a great deal by receiving training which would help me develop my skills in training adults. As an administrator I am responsible for making sure staff receive training in areas that they need improvement.

12 I want to be able to translate history and theory as a professional to what's going on at my site. I also want to be able to actively involve myself with the design of research and writing of grant proposals.

14 Need to be able to research, to critique current theories and concepts, and to learn to be a more effective advocate.

15 I have thought seriously about directing a day care center in the business sector as a possible avenue to pursue. It seems to be a new aspect to the early childhood field that would be fulfilling as well as job promotion.

16 The positive interaction between myself and the families of the children I teach. Its not a kinder, gentler nation out there. The community in which I teach is rife with violence (domestic and community). The parents rely on drugs to blunt their despair and disillusionment. Some of my preschoolers have problems relating to poor parenting, malnutrition, and more recently, drugs (born of drug-addicted mothers). I would like to reach out to children who grow up in violent homes. I would like to break the cycle of noise someway.

17 Confidence and knowledge of being a competent classroom teacher. Know how to apply the skills more affectively that I already have and develop new one.

18 Being able to write information in a professional matter.

19 Accreditation processes, evalutating curricular models, proposal writing, and developing personnel policies.

20 Grant proposal writing, research, dealing with burnout and stress, accreditation, and working with English as a second language.

21 Theoretical issues to support my common sense/proven practices that I want to share with classroom staff and co-workers. Developing my communication skills.

22 Leadership, management, being able to write proposals. Also knowledge of bugeting.

23 Research methods as they pertain to early childhood, staff development techniques, i.e., the motivational aspects for teachers who have a lot of work and low pay.

24 Training centered around fiscal areas and preparing budgets. Also, additional training in proposal writing would be beneficial.

25 Adult training -- teacher aides and parents.

26 Supervision/administrative capacity, becoming more knowledgable about theories, theorists, child development assessments, instruments, observation skills, supporting diversity in cultures, and more knowledge regarding child advocacy.

27 Administration and supervision in preschools.

28 I am always open to more training of administration -- relations with staff and parents. Also more knowledge on working with the community.

29 I need additional training in writing grants, proposals, etc. I also need more training in administration issues -- budget for the fiscal year, hiring competent staff, and utilizing the community.

30 How to be professional as possible, even though your boss is not. Job attitudes -- how to deal with them on a positive level and turn a negative situation into a relaxed and positive situation.

32 At this point, I think that an overall review of early childhood program leadership would be beneficial to me because of my age and limited experience. I also feel that the more I am able to learn about historical and philosophical views on early childhood will help me to shape and incorporate my own presently jumbled views.

33 I feel I would benefit from the knowledge of seeing and learning how to run a very effective and sucessful Head Start classroom. How to deal with parents as volunteers. Learning to be the perfect educator if there is such a thing.

34 Paper terminology, staff curricula guidance, legislation interpretation.

**Please indicate any additional knowledge or skill areas that you feel are essential to your role.**

03 Coordinating services for multi-sites in accordance with performance standards.

05 A sound staff development program that maintains one's job-related responsibilities which are not within state of the arts approaches (i.e, computer technology to enhance training activities).

06 How to design your own forms if there aren't any available.

09 The knowledge of interacting with different personalities in different settings.

14 Skill in translating knowledge about theories and research into a program. Skill in motivating staff toward professional growth and quality programming.

19 Time management.

20 Some discussion of classroom management and the difficulty of being in a very small space (e.g. the mobile classroom that my program is housed in).

25 More empathy for the children and parents to understand the force that have to be dealt with in their everyday life and not be judgmental.

26 Knowledge of information/techniques to increase/enhance language development and communication in preschool settings.

27 The classroom arrangement that would create a learning environment and motivate the children.

28 Training on networking with the community.

29 Parenting session and skills.

32 I think that each one of the knowledge or skill areas that are included on the previous list are all essential to an early childhood professional. One skill area that I am particularly interested in is the ability to be able to leave my work at the office and not bring it home to my friends or family. I think that this skill would enable me to cut my stress level and perform more effectively at work, as well as at home and with my family.

34 How to plan and implement a large childhood center.

# APPENDIX G
## Program Evaluation - Participant Responses

## PROGRAM EVALUATION -- PARTICIPANT RESPONSES

**How have you grown professionally from participating in this program?**

01 In August of 1989 at our first meeting after hearing the requirements for this class, I had mixed emotions on whether to continue or to be a first day dropout. In September 1989 I wasn't as confident of myself as I am today. In class I was able to express my ideas and I feel they were received by the group. I also received ideas from others that helped me to grow. As a result, my program, including staff and parents has grown.

I have shared ideas with my program director on having staff design a performance appraisal that will reflect the job duties of all staff not just one standard appraisal for everybody. I've also shared with the parent policy committee a questionnaire suggesting questions for job interviews. I've learned to share more of the decision making responsibilities with staff and to be more supportive to staff, looking over most of the negative and praising the positive.

The research I conducted was beneficial to me as well as to my staff. I shared some of the nutrition tips to a parent at my church. The sixteen months were very tense and stressful, but today, December 19, 1990, I have gained a great amount of knowledge and I am very happy of the self growth I am proclaiming in my heart, mind, soul, and spirit. Thanks Paula, Norma, and Marilyn.

02 When I began the Head Start Leadership Training Program in August 1989, two other events were happening in my life. My grand twins were born August 31, and my mother moved into her own home September 1st. The connection is that we are all 16 months old in our arrival or completion endeavor.

As the course work intensified, the more obstacles I personally encountered. In fact, the obstacles were so prevalent that they became a part of my weekly assignment to overcome them, in addition to school assignments. Obstacles such as starting a diet that I couldn't finish. Having two law suits to deal with (false information) but having to go through with the court procedures to prove myself. A very special aunt passed away and three weeks later my grandmother passed. This left my entire family in shock, no one could do anything for over a month. I bit into a chicken sandwich and broke my two front teeth (lost them) and needed oral surgery after.

In spite of the above obstacles, my determination to complete this master's program was steadfast. And now that these 16 months have passed, I can say thank you Paula, Norma and Marilyn for the challenge.

03 I had great instructors, it was a wonderful learning experience. I hope the program can continue to exist for others. This was a rare opportunity, one that I'm thankful for.

04 I attended a teacher in-service during mid May, 1989. Frank McGee was the guest speaker. Mr. McGee stated that the National College of Education was offering a Master's Degree program in Early Childhood Leadership Training. The Department of Human Service was allocated enough monies to pay 85% of tuition for a number of persons who worked in the Head Start Program, funded by DHS. Mr. McGee informed us of the procedures, and whom to contact for registration. I had two weeks in which to gather my material and submit it to NLU prior to the deadline.

I was extremely excited about the program. Upon my acceptance, I was totally grateful for the opportunity to have a chance to obtain a Master's degree. I began to work very hard towards that goal. At the beginning I had an abundance of energy, but as time passed and my assignments started to pile up, I felt overwhelmed much of the time. There were plenty of times I thought I could not make it, but by the grace of God, and instructors that took so much time and patience with me, I have made it!

I will forever remember how each instructor took the time to answer all my questions, no matter how simple some seemed at the time, or may have been. They were there to guide and offer the support that one needed. I feel I have accomplished something that I can always count on and feel proud of. This program has enhanced my abilities to do a better job as a teacher or perform in any capacity of early childhood education.

05 Although this has been a fast-paced program, I feel very rewarded with the opportunity to have been able to participate. The professional growth that has resulted from this program is in the area of research. This has always interested me, but due to other work and personal commitments, never found the time to pursue.

Since enrolling in the leadership training program, I have gained valuable skills in conducting research. I now realized that what Marilyn mentioned to me when she reviewed my proposal was right on target. In short, what she recommended was for me to narrow the scope of what I had originally envisioned in studying the school councils. I felt a bit discouraged by her suggestion to just do the city-wide survey as the basis for my research study. As it turned out, the city-wide survey provided a wealth of research information, and my follow-up study group was not the sample size that I had desired. Nonetheless, this was both a learning and professional growth process for me and has whet my appetite for continuing research efforts on the topic of school reform.

06 I've learned a great deal about myself through the personality types/learning styles course. When you understand yourself better, a lot of doors are opened for you and you are better prepared.

The segment on black language also helped me to understand myself better. I have an understanding now why I pronounce certain words as I do. There is no feeling that maybe something is wrong with me, although I have always known that I was intelligent. However, I also know the importance of speaking standard English.

Again, I thank God and you for allowing me this opportunity to reach one of the most important goals in my life to this date. The best is yet to come.

07 The learning was not confined to the lecture room; this was very beneficial. The visits to various sites and shared experiences of others enhanced my knowledge.

The research I had to do for my assignment broadened my knowledge on many aspects of early childhood to which I did not pay much attention before, for example the legal issues of early childhood current legislature both at the state and federal level.

I was also exposed not only to teaching methods but to the other aspects of a early childhood setting like budgeting, personnel management, hiring and firing, etc.

The writing of the research paper was very well organized and helpful. All the teachers were great and I enjoyed the program.

08 Right now I can hardly believe that the 16 months have passed and that all the assignments have been completed and submitted and the research project will soon be typed, copied and bound!

I was glad to be with such a great group and with an especially patient and knowledgeable instructor, Norma. I'm going to miss our weekly sessions.

I think I feel more confident now because how I teach and run the classroom seems to be "right" according to our lectures and talks on child development. I feel reinforced that I had been doing the right thing for the last ten years that I've been in early childhood.

09 When I entered this program, my knowledge of children and the way they learn came from my experience in working with children and from my undergrad work. However, I have since grown to know "why children learn a certain way." I have never known that there was so much information about children available. Being

exposed to curriculums and different experts has tremendously increased my knowledge.

One of the most important parts of this program that helped students succeed was that in the beginning of the program we examined personalities and differences which help us learn about ourselves and each other. As a result, we were able to accept each other even when we were strangers and we became a very close group. We were able to encourage and assist each other. We were family.

The visits from experts and to different centers was extremely valuable. To see how corporate and employee day cares operate was amazing. This program is well worth the time and effort. It provides a system of networking that will last a lifetime.

Finally, the assistance and encouragement that we received from the instructors was very significant for our success. We knew that they understood that we were adults reentering the education system as students and without their understanding it would have proved very difficult. I remember Marilyn's famous words, "You will get through it. I'll see to it." Norma's famous words were, "Don't worry." Those words may seem small to you, but they were all I needed to keep pushing and striving for the best!

10 I feel that the knowledge I have gained learning and sharing with other early childhood professionals has helped me to better express my views and opinions. I feel much more confident as an early childhood educator.

The skills and knowledge I have gained in this program have helped me a great deal in my new job. My new position enables me to go into many schools and meet with many teachers, assistants, principals and parents. I am often asked for my opinion concerning a variety of issues (class organization, room arrangement, referrals for special needs, parent/teacher relationships, etc.) I feel that I am respected for the experience I have gained working in Head Start the past 14 years. Also, I feel confident about my views and my professionalism.

14 The experience in the Head Start graduate program has given me more self-confidence, has helped me to organize my thinking better, and has helped me to see my responsibility to be an advocate for young children.

16 I stretched this year. I stepped out with both feet and didn't fall. In fact, I flew! I thank you all for touching my life so inspirationally, so positively.

17 Thank you, you saved my life. I was slowly dying professionally -- I was in a rut. You have opened my eyes, enhanced my self-esteem, and motivated me to get involved in early childhood issues. I've always liked young children, but I had begun to get stale. I've developed pride in my career choice and feel competent. I hope other "dying" early childhood professionals are given the opportunities that I have become aware of and explored. My life has been enriched and I am grateful! Thank you so much.

18 I have grown in this program in many different ways: I am more professional; I'm wiser on curriculum; I'm knowledgeable about research; and I can take on a leadership position. One of the most important things is that I have plenty of confidence in what I do in early childhood education.

19 I was in the Thursday night class, a lively bunch of students. We were exposed to a wide range of topics and guest instructors. This helped me see how one can become a presenter and become known in the early childhood field.

Leadership and learning styles helped me take a closer look at myself, my strengths, my weaknesses, and my skills. I feel more comfortable and capable of applying techniques to improve my level of personal fulfillment and job satisfaction. I am also able to behave in a professional manner in situations. Keeping an advocacy file helped me see what others have done and what I can do to be an advocate for children and for myself.

Classroom discussions and written assignments helped improve my communication skills. I did <u>not</u> master using the computer in two sessions. Understanding child development theories has helped me to provide more positive feedback to my teachers as to why they do what they do in the classroom.

21 It was really hard for me to risk taking this training; the work sounded overwhelming. The classes were structured so the knowledge and skills interrelated. The instructors and fellow classmates were very supportive.

I feel I have grown personally and professionally. I understand myself better and feel more confident at my job. I have learned a great deal about interpersonal skills, making my role as trainer more effective.

I have learned to do research on a small scale to find answers to questions and concerns. I can use the resources available at the library with more skill for personal or job related projects. And I have learned a great deal about young children and the educational setting that will support their optimum growth/learning.

22 The leadership training program has helped by allowing me the opportunity to participate in early childhood training. Also providing the skills needed to move on to an administrative position. The knowledge gained and a master's degree combined with my existing skills gives me the expertise to accomplish my goals. Multiple skills can prove rewarding in early childhood programs, and enhance one's ability to be in demand.

The program has helped me professionally and has changed my views concerning the importance of early childhood education in an administrative position when working with families.

Knowledge of early childhood, skill to handle situations, and being able to communicate are needed to be successful when running a preschool program. One must be able to understand children, parents, be sensitive to their needs, and provide support to the community. The leadership program has brought about understanding that is necessary for success and has given me a choice in careers relating to working with children.

24 Looking back over the past sixteen months has proven to have been a period of transition for me. My teaching skills as well as my supervisory skills were affected and improved.

My relationship with the children in my class was greatly enhanced. This I attribute to the integration and sharing of knowledge that occurred with my fellow classmates and instructors. I utilized the information by sharing various techniques with my staff and together we began to implement concepts and ideas in the classroom.

Supervising my staff became a pleasure. Through various techniques acquired through the training program, we became a team. Although we still experience our ups and downs, we work together. We have become very supportive in our efforts to develop a quality preschool program.

I have learned that in order to be a good director one must have the support of his or her staff. Now my staff feels good about themselves and know that they are important to me, the children, and to the Head Start program.

26 Looking back over the past sixteen months, I have mixed emotions about the Head Start Leadership Training Program. I am pleased to have been accepted and to have completed about 3/4 of the assigned material at this point, the research project being the outstanding "culprit"!

I enjoyed the comraderie with the group on Thursdays and very much looked forward to that evening. I was impressed and also appreciative of our instructors Norma and Marilyn, and Paula, their expertise, knowledge, humor and support.

27 The first day I entered the classroom, I did not know whether I would be capable of remaining in school for the full term because I had been out of school for 20 years. The Head Start Leadership Training Program gave me courage to do, and the program has added a great deal of enthusiasm to my position as Director. I am planning in the future to share what I have learned with others by providing workshops and individualized technical assistance.

28 The Head Start Leadership Training Program helped me to grow through a group. A group of people who united together and talked and worked out problems and shared resources. This type of program should be offered on all levels -- it is what early childhood educators need to share and express themselves. Thumbs up! I enjoyed the experience of being part of the program. I have grown professionally from participating in this program.

30 I feel more comfortable about myself and my abilities. I've made new friends and I have a stronger conviction towards my career.

34 Due to my involvement in this program I have found new strength to push for appropriate curriculum for early childhood classrooms. I can't say I learned a great deal of new concepts or views concerning the administrating of a center but a refresher was needed at this point in my career. This program was useful to me in clarifying my thoughts and feelings about curriculum design as opposed to parent and staff pressures of design for early childhood classrooms.

**What do you consider to be the greatest strengths of the Head Start Leadership Training Program?**

01 Group discussions, sharing ideas, caring instructors, reaching materials passed out in class, conferences on related topics in class, and the support of one classmate for the other. Over the sixteen months, we became as close as a family.

03 The experience of writing the research paper and using the computer for the first time!

04 The program was very unique it provided guidance to each student that needed it, and participants were encouraged to ask for help if they needed it.

05 Research and policy focus along with the NLU staff facilitator.

06 Covering the following issues: Personality types/learning styles; Group dynamics; Interviewing/hiring new staff; Black language.

07 Training early childhood educators.

08 Being with same group of people and same instructors throughout the entire program. Having the library right there where class meets. Learning to use the computer for typing our papers.

09 The greatest strength of the program was the variety of topics considered and the knowledge that we gained about each other's personality. Also, the experience of meeting different authors of curriculums and seeing different day care's was very effective.

10 I felt the NLU teaching staff was very professional and very knowledgeable about early childhood issues. I enjoyed the class sessions very much. I felt it was important to meet and work with early childhood professionals from both public and private programs.

14 Quality of teaching staff. Use of strong resource persons. Adaptable to work setting.

15 I loved the program. I feel the greatest strengths were in the advisors. Norma and Paula and Marilyn were wonderful to work with. I learned a lot.

16 The teaching staff and the developer of this program. The support the staff gives the students. The enormous professionalism.

17 Professional staff who are competent, patient, available for assistance. I've learned so much from experienced teachers who knew what their goals were and went all the way to accomplish those goals.

18 The class discussions and researching. The class discussion cover areas such as curriculums, classroom space and having resource people come in the discuss topics. It's really hard just to single out separate areas all the areas were strong.

19 Dynamic instructors. Diversity of topics and assignments. Quality of work.

22 The time element, the research for writing skills and the variety of topics covered.

24 The greatest strengths of the program was the integration of knowledge that occurred.

25 Low keyed, informal lectures. Small group interaction, not strictly lectures.

27 The greatest strength was the research. I enjoyed the research just needed more time.

28 Leadership styles, curriculum design, proposal writing, overall research.

29 The bond that was formed within the group, good support system.

30 The diversity of subjects, topics, and presenters were excellent.

31 The staff is so committed to everyone's success. The format made us a "family." Working with people who are committed to the same things that you are makes a big difference.

33 The help you receive from everyone. Also, great support from instructors.

34 The discussions.

**What recommendations would you have for refining and improving this program?**

01 A syllabus reflecting class assignments for the first quarter and step by step research for the second quarter or training related to research.

03 Availability of the instructors. More computer information.

04 I feel that more emphasis could be put on staff development, administration, and group dynamics.

05 I would divide the theory parts and research component into sequence tracks. I sort of struggled with the literature review mainly due to the wide gap between proposal and literature due date. When I finished proposal I was really motivated to complete the whole study. Another area that I would review is the advocacy area. This might be done as a small group project on "actual" policy being debated where the group can become active in the process.

06 Program needs to be increased in time by one month. Program is extremely intensive. Sometimes, I felt as if I could not go on. Thank God, I have always had perseverance.

07 It was an excellent program.

08 Have all instructors use same scale for grading. Fewer guest speakers -- especially toward the end when time could have been put to better use in the library or with research advisor. Make it a longer time period, it was too rushed with too many assignments to do at the same time as writing the research project.

09 This program should reduce the amount of paper work during the heavy part of the research project.

10 I think the program should be extended two months. At times I felt stressed trying to get all the work completed on time.

14 More individual assistance.

15 I feel the time was too short. Some areas were crammed into too short a time. Maybe a little more organized as the papers returned for better feedback.

16 Add a type 75 certificate program exclusively a concentrated one, 12 months or less.

17 More time with research instructor, rearranging time slots earlier in the program with research staff.

18 Provide more time for the class to fully understand budgeting.

19 Reverse proposal writing and literature review. Allow more time for work on research. More individualized assistance on research. Course work over the summer could be different -- hardly saw core instructor.

22 Basically it is a good program. Since I have nothing to add, I would not change anything.

24 My only recommendation would be due to the time frame that more time is spent with the research instructor.

25 Better method of teaching budgeting -- this was rushed. This turned me off in wanting to open my own program, besides the lower pay. I would have liked to get a better grip on budgeting.

27 More administration classes or training.

29 More class sessions with research instructor. Less presenters and give the presents longer time to teach their area of specialty. Resource time -- library hours conflicted with class.

30 Providing more class time for research studies and one on one assistance. Also, closer location for field trips and presenters.

31 More time is needed!

33 Second half of program should either be small assignments or no assignments, where all time is devoted to research. I think better research papers would be done.

34 Different lanes for administration and non-administration at least in assignment designs.

# APPENDIX H
## Work Environment Profile

National-Louis University

SAMPLE

EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

### WORK ENVIRONMENT PROFILE

Date July 20,1986

Name: THE CHILDREN'S PLACE Code 0000

Total administrative, teaching, and support staff: 15

Number of staff completing survey: 15

Distribution of respondents: 1 male 14 female

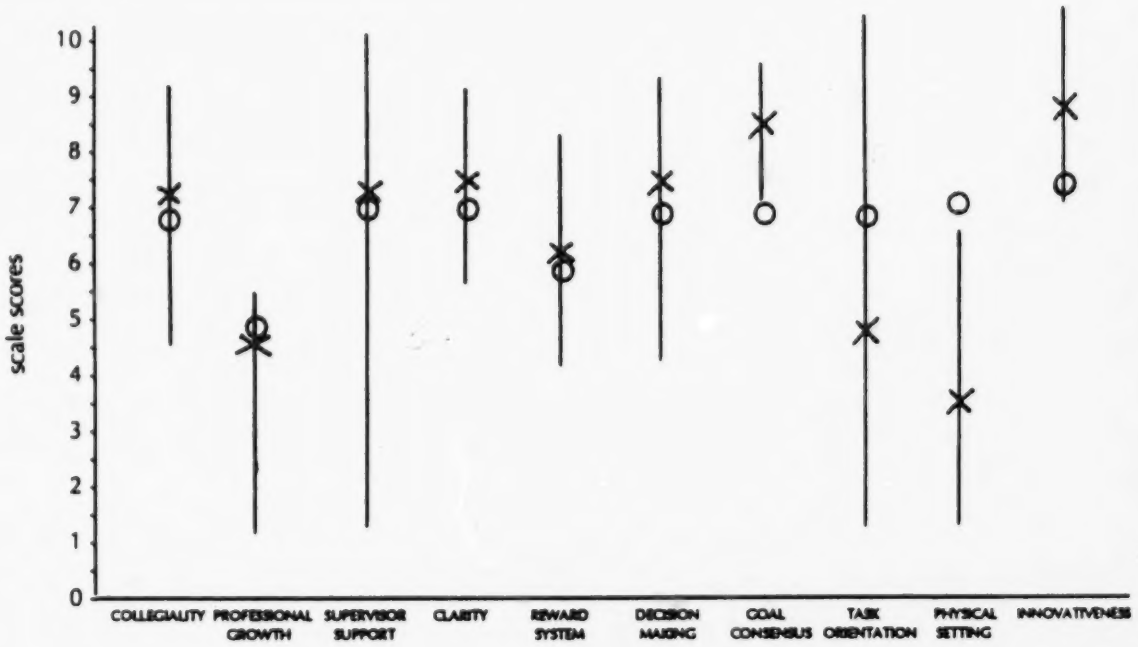
Employment pattern of respondents:

8 employed full-time (35 hours per week or more)

5 employed part-time (20 - 35 hours per week)

2 employed part-time (10 - 19 hours per week)

**PART A. ORGANIZATIONAL CLIMATE** (N= 15 )

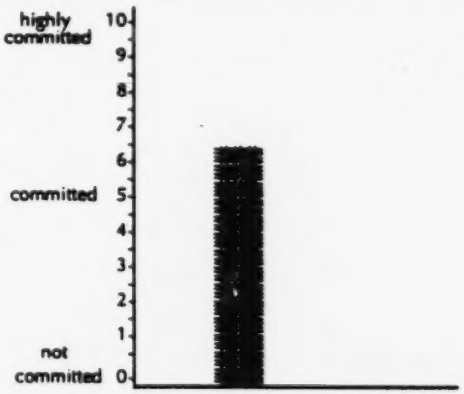



The X represents the average score for this dimension for subjects included is this sample.
The O represents the norm for this dimension based on responses of 2,250 workers in 150 centers.
The vertical line for each dimension represents the range of scores for subjects in this sample.

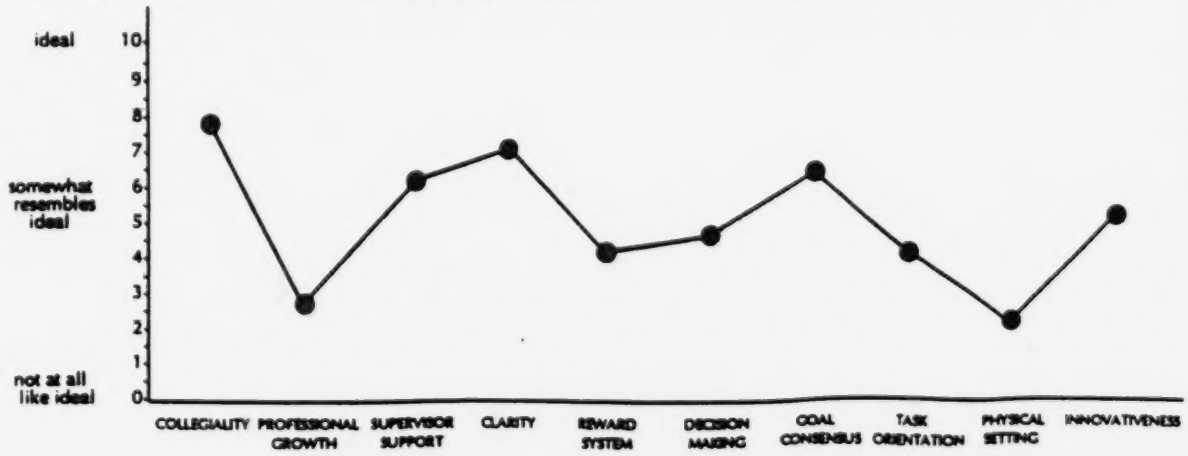
**PART B. SUMMARY OF WORKER VALUES (N= 14 )**

| How important is . . . | *not important* 1 | 2 | *important* 3 | 4 | *very important* 5 |
|---|---|---|---|---|---|
| Collegiality, co-worker relations | | | X | | |
| Opportunities for professional growth | | | | | X |
| Support and feedback from supervisor | | | X | | |
| Clarity in policies and procedures | | | X | | |
| Equitable pay, benefits, promotions | | | X | | |
| Involvement in decision making | | | | X | |
| Consensus on program goals, objectives | | | X | | |
| Accomplishing work in efficient manner | | X | | | |
| Physical setting, sufficient materials | | | | X | |
| Innovativeness and creative expression | | X | | | |

**PART C. SUMMARY OF OVERALL COMMITMENT TO THE ORGANIZATION (N= 15 )**




**PART D. SUMMARY OF HOW CURRENT WORK ENVIRONMENT RESEMBLES IDEAL (N= 14 )**

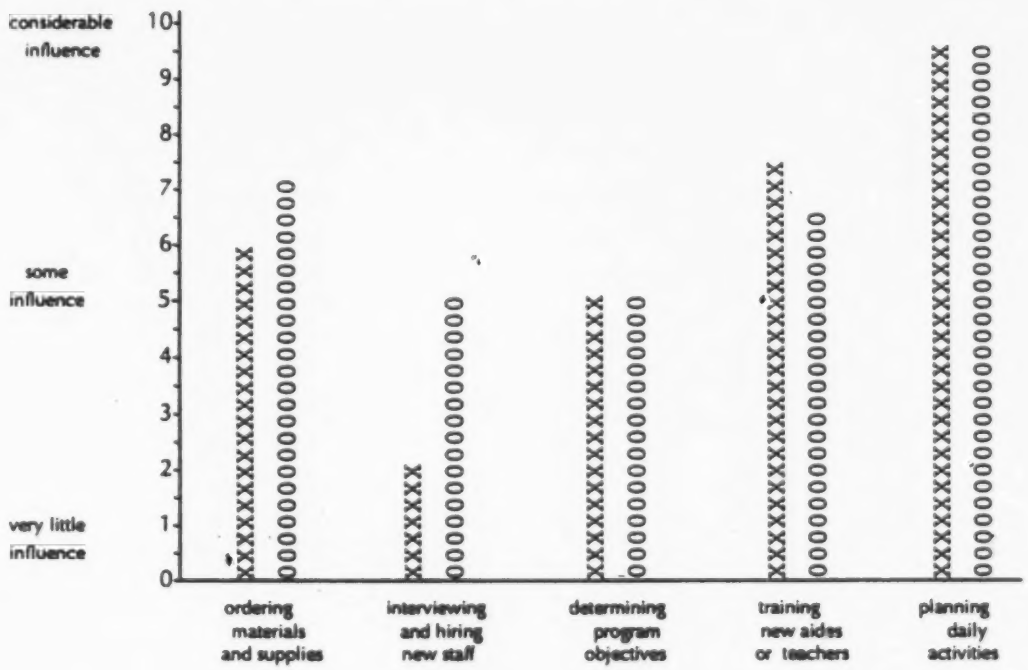



represents the average score for respondents in this sample

**PART E. RANKING OF VARIOUS EDUCATIONAL GOALS AND OBJECTIVES** (N= 14)

| | Number of subjects who ranked item as | | | | | |
|---|---|---|---|---|---|---|
| To help children develop . . . | 1 | 2 | 3 | 4 | 5 | 6 |
| *language and problem solving skills* | 0 | 1 | 2 | 6 | 5 | 0 |
| *strong friendships, skills in sharing* | 3 | 0 | 4 | 3 | 2 | 2 |
| *concepts needed for reading and math* | 0 | 1 | 0 | 1 | 2 | 10 |
| *independence in caring for themselves* | 0 | 10 | 3 | 0 | 1 | 0 |
| *physical skill and coordination* | 0 | 1 | 3 | 4 | 4 | 2 |
| *positive self-concepts and self-esteem* | 11 | 1 | 2 | 0 | 0 | 0 |

**PART F. DEGREE OF INFLUENCE OF THE TEACHING STAFF REGARDING VARIOUS ORGANIZATIONAL DECISIONS** (N= 15)




× = perceived degree of decision-making influence (current)

o = desired degree of decision-making influence

# INTERPRETING THE WORK ENVIRONMENT PROFILE

## Part A. Organizational Climate

This profile provides a summary of the respondents' answers to questions pertaining to the ten dimensions of organizational climate. The vertical axis indicates that the lowest possible score for each dimension is 0 and the highest possible score is 10. The vertical line for each dimension indicates the range of scores (high and low) for your school. The circle represents the mean score on this dimension for 2,250 early childhood workers who have completed the Work Environment Survey. The X shows the average rating of the respondents from your center with respect to each dimension.

The number of respondents' surveys used for Part A of your Work Environment Profile is indicated by the notation N=. If this number differs from the total number of staff who completed surveys, it is because some surveys were incomplete or filled out incorrectly. Incomplete surveys were not used in the data analysis.

The following provides a fuller explanation of how to interpret the ratings for each dimension.

***Collegiality***: This dimension measures the extent to which staff are friendly, supportive, and trust one another. A high score indicates that staff feel free to express their feelings. They believe communication is generally frank and candid. Individuals working at centers with a high rating on the collegiality dimension usually feel that morale is high and that a strong sense of team spirit characterizes their work relationships.

***Professional Growth***: This category measures the extent to which professional growth opportunities are available for the staff. Centers that score high on this dimension provide regular staff development workshops, encourage staff to share resources with each other, provide released time for teachers to attend conferences and visit other schools, and provide financial support and guidance for professional advancement.

***Supervisor Support***: The collective perception of workers at centers scoring high on this dimension is that the supervision they receive is both supportive and helpful. Individuals who rank supervisor support positively feel that high but reasonable standards are set and that staff are helped to develop their skills. A low rating on this dimension may indicate that the supervisor does not provide enough feedback or that he/she is too critical and hard to please.

***Clarity***: This dimension refers to the way in which policies, procedures, and responsibilities are defined and carried out. Early childhood workers at centers scoring high on this dimension generally feel that communication is good and that work schedules, job descriptions, and rules are clear and well-defined. Low ratings on this dimension indicate that people are often confused about policies and procedures and that conflicting demands are often placed on workers.

***Reward System***: This dimension measures the extent to which individuals in the setting feel that pay and fringe benefits are fair and equitably distributed. Centers scoring high in this category provide good job security for their workers and handle promotions and raises fairly. Workers in these settings feel that their pay is fair compared to what other early childhood centers pay. A low score in this dimension indicates that people feel that some individuals are paid more than they are worth, that raises are based on favoritism, and that people are taken advantage of.

***Decision-Making***: This dimension refers to the extent to which autonomy is valued and staff are encouraged to make decisions about those things which directly affect them. Centers that score high in this category are those where staff are also encouraged to provide input on schoolwide policies. A low rating on this dimension indicates that the overall perception of workers is that the center values conformity and individuals do not feel free to express their opinions on important issues.

***Goal Consensus***: The dimension of goal consensus refers to the degree to which the staff agree on school philosophy, are unified in their approach, and are committed to program goals and objectives. A high score in this area reflects the ability of staff to appreciate differing points of view and to be able to compromise and agree on important programmatic issues.

***Task Orientation***: This dimension measures the degree of emphasis placed on good planning, efficiency, and getting the job done. Workers who rate their center high in this area believe that they work hard but still have time to relax, that program procedures are efficient, and that meetings are productive. Low ratings generally indicate that time is wasted, things get put off, and people often procrastinate.

***Physical Setting***: This dimension measures the extent to which staff feel that their work environment is well-arranged, organized, and provides sufficient supplies and equipment for them to do their job. A low score in this category indicates that the center may appear drab or need major repairs, that the temperature may be too hot or two cold, that parking may be inadequate, or that classroom space is cramped and crowded.

***Innovativeness***: This final dimension measures the extent to which the center encourages staff to be creative and innovative in their work. Individuals rating their setting high in this area believe that they are encouraged to try out new ideas to solve problems and then are supported in implementing needed changes. Programs rating low in this dimension are characterized by a traditional approach that avoids risk and allows many problems to go unsolved.

## Part B. Summary of Worker Values

People do not all want or value the same things from their work. For some individuals a sense of collegiality may be quite important and essential for job satisfaction. For others who prefer to work alone, the need for affiliation may be less. Likewise, for some people the comfort level of the physical setting and the availability of materials and supplies may be of considerable importance. For others, however, the physical setting may be minimally important.

This profile will help you assess the importance or value that your staff attaches to each of the dimensions of organizational climate. The profile provides a summary of the importance they assign to each dimension. Each score thus represents a composite evaluation of how important that dimension is to them in their work setting.

This profile can guide you in knowing which dimensions should be given high priority. In other words, you will probably achieve more lasting results in your school improvement efforts if you focus on those areas that the staff rated as low in Part A and valued as high in Part B. Looking at Part A and B together will help you and your staff appreciate the uniqueness of your setting. Each center must develop its own formula for achieving a healthy organizational climate. There is no one prescription that applies equally to all settings.

### Part C. Summary of Overall Commitment to the Organization

This scale provides a summary of the staff's overall commitment to the center. Individuals who feel deeply committed to their jobs tend to put extra effort into their work and take pride in their center. It is not surprising that commitment is strongly correlated with staff turnover.

### Part D. Summary of How Current Work Environment Resembles Ideal

One additional way to understand how workers perceive their present work conditions is to measure their perceptions of how closely their current work situation resembles their ideal work environment. This section summarizes the discrepancy between real and ideal conditions along the ten dimensions of organizational climate.

### Part E. Ranking of Various Educational Goals and Objectives

There are many educational goals and objectives that guide curricular policies and procedures in our early childhood programs. But the priority that individual staff assign to different goals may vary. This section of the Work Environment Profile details the rankings that respondents assigned to six different early childhood educational objectives. If goal consensus is high at your center, the rankings for each objective should cluster. If staff have strong differences in the importance of different objectives, however, you will notice that the rankings will be widely dispersed.

## Part F. Degree of Influence of the Teaching Staff Regarding Various Organizational Decisions

This section of the Work Environment Profile describes the perceptions of workers regarding the degree of influence of the teaching staff with respect to various organizational decisions. It includes both worker perceptions of teacher's degree of **current** decision-making influence as well as their **desired** degree of influence. This profile provides a fuller explanation of the decision making dimension of organizational climate as reflected in Part A. This profile may prove useful in understanding some of the different decisions that are typically made in early childhood programs -- both those where centralized decision making may be preferred and those where shared decision making may be possible. The appropriate amount of decision-making influence by the teaching staff will depend on your unique set of circumstances and will be different from other programs.

# APPENDIX I
## Supervisor Feedback

December 10, 1990

Name of Supervisor
Address
City, State, ZIP

Dear Ms. :

As you know has been participating in our Head Start Leadership Training Program over these past 16 months. As we near the completion of this training and compile our final report for the Head Start Bureau, we are interested in your feedback about this individual's professional growth as a result of their participation in this educational experience.

Would you please take a few moments to complete the questions on the enclosed supervisor feedback form and return it to me in the enclosed prepaid envelop by December 31, 1991.

Thank you for your support of our training efforts.

Cordially,

Paula Jorde Bloom
Project Director

## SUPERVISOR FEEDBACK*

Student Name: Michelle

Michelle's performance in the classroom has definitely been enhanced by her participation in the Head Start Leadership Training Program. The program has increased her awareness of the rich cultural diversity which is present in the community which her center serves. This awareness is reflected in the appearance of her classroom and the activities which she plans for her children. Michelle now implements more activities which are designed to increase the self-esteem of her children and acquaint them with traditions from their own cultures.

Michelle has also improved her working relationships with parents. She is more in touch with parents because of improved communication and because she is more understanding of their individual differences and problems.

Michelle's participation in the program has improved her overall performance in the classroom and in working with the community and parents. She has an increased awareness of the importance of each component working in harmony with the others and a clearer understanding of the importance of her role in making the program a success.

Student Name: Diana

Diana's level of confidence and knowledge of administrative issues has reached new heights. She has always been a knowledgeable and kind hearted individual which sometimes leads to decision making that was complimentary of her kindness. Diana has learned to differentiate between unique situations that do not always please everyone but the decision is in the best interest of everyone.

Diana has taken more of a leadership role. She has become very vocal and her experience in this field has blessed her with many assets. She constantly offers her assistance to other staff who may be less knowledgeable of various situations and she has truly developed as a complete team player.

This program has really been beneficial to Diana, the Head Start program, and myself. Thank you very much for allowing her to be involved in this worthy effort.

** to help ensure anonymity, only first names have been used*

Student Name: Christobel

Christobel has increased her knowledge of program issues and has also improved her leadership skills. She is a member of three school committees, and is the chairman of the Primary Christmas assembly.

Her participation in the program has led to more interesting educational activities and has improved her quality of teaching. Her self-concept has also improved.

Student Name: Cora

Cora has shown such enthusiasm in her classroom performance, and is an excellent teacher. Her training has given her increased knowledge in the areas of teaching, communicating and confidence. She is an exceptional person in her field.

Cora has been a great asset to the Head Start program, its children and parents. Thank you for allowing her to grow even more in her chosen profession.

Student Name: Carrie

Carrie shows confidence in her self and her abilities now. She can defend what she requests the teachers to do and be confident. Carrie is able to delegate more now, whereas before she felt it was her responsibility to things for the teachers they should have done themselves.

Carrie had been able to organize things better for the classroom and the teachers. She got a lot of praise from our self assessment team for the atmosphere in the classroom. I am very proud of Carrie's accomplishments.

Student Name: Nina

Nina has had increased input in interdisciplinary planning with her other team specialists. She demonstrates more confidence when there is a need to integrate training and other activities as it relates to other components.

Nina's writing and analytical skills has been sharpened. This in turn affects the work produced in her component. She takes on a more active leadership role among her peers which strengthens overall program performance.

Student Name: Paula

Paula is an outstanding teacher. I believe that her participation in Head Start Leadership Training has contributed to her outstanding teaching performance. Many parents request Paula as their child's teacher. In fact, there are more parents requesting Paula than there are available slots.

I have received many compliments concerning her teaching from parents and other interested community people. She enjoys the respect of the George Washington Elementary School Local School Council, all the teachers and the administration.

Paula's professional competencies and professional attitudes improve the quality of out educational program. She is an outstanding asset to the profession and to our school.

Student Name: Shirley

Her confidence in herself is very much noticed in her classroom. Parents and other teachers. She seems very sure in herself. She is also more involved in seeking information to help her program and to better herself in the classroom. She is "Super."

Yes! Our kindergarten students are better prepared. She prepares her parents to be ready to cope with the kindergarten teachers - she is "good".

Student Name: Jacqueline

Jacqueline has shown growth in her abilities to deliver comprehensive services to both parents and staff since her participation in the Head Start Leadership Training Program. She has sought out literature regarding the Head Start program and its initiatives and has conducted interviews with administrative staff about the programs. She has presented workshops to staff regarding the child safety curriculum. She has assumed administrative duties in the absence of a Site Administrator for her assigned center and has functioned well in this role.

Jacqueline has shared her educational activities with the social work, educational and administrative staff of our Head Start program. She has volunteered her services as a workshop leader for both the staff and parent development training programs of the agency.

Student Name: Jose

Because the Head Start Leadership Training Program has increased Jose's knowledge about the program issues and improved his communication skills, it has therefore lead to an increase in his level of self-confidence and job satisfaction. Jose's involvement in his own research project has lead to an overall interest in research projects and because of this he will begin to organized a Divisional Task Force to review all current research projects which pertain to the field of early childhood.

Even though Jose is not involved in direct services, he has come to view his work as important and has developed a more positive attitude.

Jose has brought innovative ideas and current resources to the Children Services Division. He has become better able to see his role in the Division as important and a team player. He has also become a real advocate for quality care. This program has given him new direction and challenges in his every day job.

# APPENDIX J
# Participant Research Topics

## HEAD START RESEARCH TOPICS

The Relationship of Self Concept to Children's Free Play and Social Behaviors

A Comparison of Head Start Parents' and Other Preschool Parents' Expectations Regarding Kindergarten Readiness

The Effect of Staff Training on Knowledge of Nutrition

The Effect of Staff Training on Program Quality

Head Start Parents' Participation on the Chicago Local School Councils

The Effects of Involvement in Head Start on Families

The Effect of an Intervention Program on Children's Self-Concept Scores

Kindergarten and Preschool Teachers' Perceptions of Readiness

Parents' and Teachers' Perception of Readiness

The Effect of Staff Training on the Center's Physical Environment

The Relationship Between Maternal Separation Anxiety and Children's Adjustment

The Effect of Using Dictation on the Expressive Language Abilities of Young Children

An Exploratory Study of Corporate Child Care in the Chicago Area

Temperament Ratings: Perceptions of Teachers and Parents

The Effect of a Black Parent Effectiveness Training Program

The Evaluation of Four Chicago Parent-Child Centers

A Follow-up Study of CDA Recipients

The Relationship Between Purdue Self-Concept Scores and Children's Body Drawings

The Effect of Parent Involvement on Parent's Knowledge of Child Development

The Effect of Staff Training on Developmentally Appropriate Practice

The Effect of Training on Teachers' Knowledge of Mathematical Concepts